



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Technical Occupational Year 1-4

PERSONAL CARE:

BEAUTY AND NAIL TECHNOLOGY

PUBLIC COMMENT

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SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);

- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General Aims of the Technical Occupational Curriculum

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum serves the purposes of:
 - Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
 - Facilitating the transition of learners from education institutions to the workplace;

- Providing employers with a sufficient profile of a learner's competences.
 - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
 - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (c) The curriculum is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex; and
 - Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.
- (d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
Languages (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
Mathematics		3 hours	
Life Skills	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics	
Information Communication Technology			
ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject "Office Administration" which is an elective.			

Subjects	Time
Technical Occupational: Electives	
Agricultural Studies	
Art and Crafts	
Civil Technology: Bricklaying and Plastering	
Civil Technology: Plumbing	
Civil Technology: Woodworking and Timber	
Consumer Studies: Food Production	
Consumer Studies: Sewing	
Early Childhood Development	
Electrical Technology: Electrical	
Hospitality Studies	
Mechanical Technology: Body Works: Panel Beating and or Spray Painting	13½ hours
Mechanical Technology: Motor Mechanics	
Mechanical Technology: Sheet Metal Work	
Mechanical Technology: Welding	
Mechanical Technology: Maintenance	
Office Administration	
Personal Care: Ancillary Health Care	
Personal Care: Beauty and Nail Technology	
Personal Care: Hairdressing	
Service Technology: Upholstery	
Wholesale and Retail	
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

SECTION 2:

INTRODUCTION TO PERSONAL CARE: BEAUTY AND NAIL TECHNOLOGY

2.1 What is Beauty and Nail Technology?

Beauty and Nail Technology are expert professionals and skilled in skin care, skin care guidance and advice, massage, manicure and pedicures. In their care work they are able to plan, implement and market to clients facial and body treatments. Beauty and Nail Technology is the ability to create a sense of well-being amongst clients and makes them feel good and motivated and give pleasure to the mind by relaxing and resting. It is stimulated by the healing power of massaging, pedicures, manicures, facials etc. Theory and quality of work plays an important role in accomplishing their goals. Beauty and Nail technology is an exploratory course that allows the learners' to explore their fields of expertise which they find interesting like manicure's, pedicure's, facials etc. and want to explore while working in groups of two and working with different clients and broaden their expectations of a life outside the school. Learners will be trained in how to set up a salon business, coordinate and perform a salon service, perform beauty services and nail services.

2.2 Topics to be studied in Beauty and Nail Technology

The table below contains the main topics in Beauty and Nail Technology

BEAUTY TECHNOLOGY	NAIL TECHNOLOGY
Safety	Safety
Security	Security
Housekeeping	Housekeeping
Reception	Sanitation
Sanitation	Manicure
Back massage	Pedicure
Neck massage	Specialized manicure
Eyelash Tinting	Specialized pedicure
Eyebrow Tinting	Fibre/silk
Shaping	Nail art
Facial cleanse	Liquid enhancement
Back cleanse	Powder enhancement
Facial consultancy	Entrepreneurship
Waxing	
Entrepreneurship	

2.3 Specific Aims

This qualification recognizes the basic skills, knowledge and values acquired by learners to operate within the Beauty and Nail care services industry. The aim of the qualification is to develop learners who, after completion, will be efficient in the following:

Beauty Technology

The learner is able to:

1. Applying safety, security and housekeeping
2. Implementation and apply sanitation to work environment, equipment and tools for public and personal protection.
3. Perform a relaxing back and neck massage
4. Perform eyelash tint and eyebrow tinting and shaping
5. Perform a facial and back cleanse service
6. Prepare for and perform a facial consultancy service
7. Perform temporary hair removal by means of waxing
8. Demonstrating an understanding of entrepreneurship and develop entrepreneurial qualities

Nail Technology

The learner is able to:

1. Apply safety, security and housekeeping
2. Implement and apply sanitation to work environment, equipment and tools for public and personal protection.
3. Perform a manicure and pedicure service
4. Perform a specialized manicure and pedicure using paraffin
5. Apply fibre/silk technology
6. Prepare and form nail art services
7. Apply liquid and powder enhancement
8. Demonstrating an understanding of entrepreneurship and develop entrepreneurial qualities

2.4 Requirements for Nail and Beauty Technology as a subject

2.4.1 Time Allocation

The total number of hours allocated for the subject in a five-day cycle is 13 ½ hours. Sufficient time must be allocated in the school timetable for the practical work required to be done i.e. longer periods are preferred.

2.4.2 Resources

Human Resources

A qualified teacher registered with SACE in line with the Collective Agreement 5 of 2001 is preferred to teach Nail and Beauty Technology.

Learner Resources:

- Text/ resource book
- File for each learner to serve as portfolio of work

2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

Infrastructure

- A work space for 20 learners to fully participate in the teaching and learning process
- Enough ventilation and lighting
- The floor must be covered in non-slip tiles
- It is advisable that at least three-quarters of three of the wall surface should be tiled
- It is advisable that at least one wall surface should be covered in mirrors
- Sufficient supply of electrical plug points
- Sufficient supply of water outlets with hot and cold water
- A secure and safe storeroom/cupboard for the equipment to be stored
- A green writing board for theory

Equipment

The school needs to provide a budget to supply the following equipment for each learner to offer the subject Beauty and Nail Technology.

Safety rules must be displayed on posters in the workshop. Machinery and equipment must be stored securely.

Non consumables per learner:

- Cloth apron
- Chair with wheels

Non consumables per 2 learners:

- Steamers
- Magnifying lamps
- Ultra violet sterilizer
- Plinths
- Towels (Small, medium and large)
- Manicure plastic bowls
- Manicure Nail brush
- Pedicure Nail brush
- Cuticle pusher
- Nail file
- Nail clipper
- Foot spa
- Trolleys
- Stainless steel kidney bowls
- Tint brushes
- Glass bowls
- Tinting bowls
- Facial bowls
- Facial clothes
- Mask brushes
- Tweezers
- Dustbin

Non consumables per class:

- Cold wax applicators
- Hot wax machine
- Paraffin wax machine

Consumables

Facials	Tinting and shaping	Manicure and pedicure	Waxing	Artificial nails
Facial sponge	Tint booklet	Cuticle remover	Small/medium spatulas	Silk/fibre strips
Facial gel wash	Ear buds	Hand cream	Cold wax cartridges	Gel liquid
Facial exfoliant	Cotton wool	Nail files	Citrus cleanser	Artificial nails
Facial toner	Vaseline	Base coat	Vinyl gloves	Monomer
Facial cleanser	Colour tint	Nail varnish	Plastic aprons	Nail glue
Facial mask		Hand wash	Wax strips	Finishing wipe
Moisturizer		Paraffin wax	Film wax	Gauze wipes
Cotton wool		Foot soak – powder	Waterless cleanser	Primer
Ear buds		Foot rasps	Pre wax lotion	Nail art stickers
		Cuticle sand sticks	Post wax lotion	Cotton wool
		Acetone	Cotton wool	Nail hardener
		Cotton wool		Quick dry
		Cuticle oil		Acrylic powder
		Foot scrub		
		Buffing blocks		

Finances

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all

resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.5 Career opportunities

Career and occupational opportunities for learners with a foundation in Beauty and Nail Technology include but is not limited to:

- Perform beauty services
- Perform nail service
- Coordinate and perform a salon service
- Set up a salon business

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

Beauty Technology

Topic	Year 1	Year 2	Year 3	Year 4
Safety, security and housekeeping	<p>1. Responding to Emergency situations by contacting services for assistance during emergency situations in Retail/wholesale outlets.</p> <p>2. Responding to instructions given out by safety representatives requiring staff cooperation during emergency situations in Retail/wholesale outlets.</p> <p>3. Evacuating customers and staff from buildings during a range of emergency situations arising in retail/wholesale</p>	<p>1. Responding to Emergency situations by contacting services for assistance during emergency situations in Retail/wholesale outlets.</p> <p>2. Responding to instructions given out by safety representatives requiring staff cooperation during emergency situations in Retail/wholesale outlets.</p> <p>3. Evacuating customers and staff from buildings during a range of emergency situations arising in retail/wholesale</p>	<p>1. Responding to Emergency situations by contacting services for assistance during emergency situations in Retail/wholesale outlets.</p> <p>2. Responding to instructions given out by safety representatives requiring staff cooperation during emergency situations in Retail/wholesale outlets.</p> <p>3. Evacuating customers and staff from buildings during a range of emergency situations arising in retail/wholesale</p>	<p>1. Responding to Emergency situations by contacting services for assistance during emergency situations in Retail/wholesale outlets.</p> <p>2. Responding to instructions given out by safety representatives requiring staff cooperation during emergency situations in Retail/wholesale outlets.</p> <p>3. Evacuating customers and staff from buildings during a range of emergency situations arising in retail/wholesale</p>

Topic	Year 1	Year 2	Year 3	Year 4
		<p>4. Monitoring safety of staff and customers by applying appropriate procedures for crime related incidents in Retail/wholesale outlets.</p>	<p>4. Monitoring safety of staff and customers by applying appropriate procedures for crime related incidents in Retail/wholesale outlets.</p> <p>5. Applying a range of safety techniques when maintaining shelving and point of sale displays in Retail/wholesale outlets.</p>	<p>4. Monitoring safety of staff and customers by applying appropriate procedures for crime related incidents in Retail/wholesale outlets.</p> <p>5. Applying a range of safety techniques when maintaining shelving and point of sale displays in Retail/wholesale outlets.</p> <p>6. Maintaining safety of working environments when disposing of a range of hazardous Merchandise stocked in Retail/wholesale outlets.</p>

Provide reception and administrative services	<ol style="list-style-type: none"> 1. Welcome, receive and attend to clients 2. Basic payment methods 3. Answer the telephone by using basic etiquette 	<p>NA – Completed in 1st year. An overview may be done.</p>	<p>NA – Completed in 1st year. An overview may be done.</p>	<p>NA – Completed in 1st year. An overview may be done. +</p>
Sanitation	<ol style="list-style-type: none"> 1. Different methods of sanitation procedures performed in the workplace. 2. What is needed to maintain a clean and safe working environment? 3. List Cleaning, sanitising and sterilisation of equipment, materials and tools in the work environment. 4. List what is needed for effective procedures for dealing with disposable waste in the work environment. 	<ol style="list-style-type: none"> 1. Different methods of sanitation procedures performed in the workplace. 2. What is needed to maintain a clean and safe working environment? 3. List Cleaning, sanitising and sterilisation of equipment, materials and tools in the work environment. 4. List what is needed for effective procedures for dealing with disposable waste in the work environment. 	<ol style="list-style-type: none"> 1. Different methods of sanitation procedures performed in the workplace. 2. What is needed to maintain a clean and safe environment? 3. Conduct cleaning, sanitising and sterilisation of equipment, materials and tools in the work environment. 4. Conduct and perform what is needed for effective procedures for dealing with disposable waste in the work environment. 	<ol style="list-style-type: none"> 1. Different methods of sanitation procedures performed in the workplace. 2. What is needed to maintain a clean and safe environment? 3. Conduct cleaning, sanitising and sterilisation of equipment, materials and tools in the work environment. 4. Conduct and perform what is needed for effective procedures for dealing with disposable waste in the work environment.

Relaxing back and neck massage	Addressed in year 2	<ol style="list-style-type: none"> 1. Identify and list the tools needed for workstation preparation. 2. Find out the client's requirements. 3. List what can be done to treat the identified area by the client. 4. List and identify what is needed to perform and manage back massage. 5. Explain the aftercare service to the client. 	NA – Completed in 2nd year. An overview may be done.	NA – Completed in 2 nd year. An overview may be done.
Eyelash and eyebrow tinting and shaping	Addressed from year 3	Addressed in year 3	<ol style="list-style-type: none"> 1. Eyebrow and lashes tinting with colour tint. 2. Explain the aftercare advice to the client. 3. Consultation with client for treatment. 4. Eyebrow shaping with tweezers. 	NA – Completed in 3rd year. An overview may be done.

Facial and back cleanse	Addressed from year 2.	<ol style="list-style-type: none"> 1. Identify and list Health and safety procedures in providing facial and back cleanse services. 2. What tools and equipment is needed for the Cleansing service on the face. 4. Exfoliation/ deep cleansing of the face and décolleté. 5. Cleansing service on the back. 6. Exfoliation/ deep cleansing of the back. 7. Explain the aftercare advice to the client. 	NA – completed in year 2.	NA – Completed in 2 nd year. An overview may be done.
Facial consultancy	Addressed from year 2	<ol style="list-style-type: none"> 1. Prepare the consultancy workstation according to the organisational and hygienic requirements. 	<ol style="list-style-type: none"> 1. Client record card to be completed. 	NA – Completed in 3 rd year. An overview may be done.

		<p>2. List how to prepare a client and with all the requirements fulfilled.</p> <p>3. Describe what is exfoliation and deep cleansing techniques. Identify and list what is needed to conduct exfoliation and deep cleansing.</p> <p>4. Prepare and perform exfoliation and deep cleansing techniques on a client.</p> <p>4. What is a mask? Show and tell. Perform a mask procedure on a client.</p> <p>5. Explain the advantages of moisturizers for the face and decollate (upper chest area, including the neck, cleavage and shoulder areas). Show different moisturizers for different skin types.</p>		
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		6. Perform a moisturising procedure on the face and decollate (upper chest area, including the neck, cleavage and shoulder areas).		
Waxing	Addressed from year 3	Addressed from year 3	<ol style="list-style-type: none"> 1. Assess hair growth patterns. 2. Prepare the workstation for waxing service. 3. Perform waxing service on different areas. 4. List the different types of hair growth and hair types. 5. Assess hair growth patterns. 6. Prepare the workstation for waxing services. 7. 3. Perform waxing service on different areas 	.NA – Completed in year 3

Nail Technology

Topic	Year 1	Year 2	Year 3	Year 4
Safety, security and housekeeping	<p>1. Responding to emergency situations by contacting services for assistance during emergency situations in Retail/wholesale outlets.</p> <p>2. Responding to instructions given out by safety representatives requiring staff cooperation during emergency situations in Retail/wholesale outlets.</p> <p>3. Evacuating customers and staff from buildings during a range of emergency situations arising in retail/wholesale</p>	<p>1. Responding to emergency situations by contacting services for assistance during emergency situations in Retail/wholesale outlets.</p> <p>2. Responding to instructions given out by safety representatives requiring staff cooperation during emergency situations in Retail/wholesale outlets.</p> <p>3. Evacuating customers and staff from buildings during a range of emergency situations arising in retail/wholesale</p>	<p>1. Responding to emergency situations by contacting services for assistance during emergency situations in Retail/wholesale outlets.</p> <p>2. Responding to instructions given out by safety representatives requiring staff cooperation during emergency situations in Retail/wholesale outlets.</p> <p>3. Evacuating customers and staff from buildings during a range of emergency situations arising in retail/wholesale</p>	<p>1. Responding to emergency situations by contacting services for assistance during emergency situations in Retail/wholesale outlets.</p> <p>2. Responding to instructions given out by safety representatives requiring staff cooperation during emergency situations in Retail/wholesale outlets.</p> <p>3. Evacuating customers and staff from buildings during a range of emergency situations arising in retail/wholesale</p>

Topic	Year 1	Year 2	Year 3	Year 4
		<p>4. Monitoring safety of staff and customers by applying appropriate procedures for crime related incidents in Retail/wholesale outlets.</p>	<p>4. Monitoring safety of staff and customers by applying appropriate procedures for crime related incidents in Retail/wholesale outlets.</p> <p>5. Applying a range of safety techniques when maintaining shelving and point of sale displays in Retail/wholesale outlets.</p>	<p>4. Monitoring safety of staff and customers by applying appropriate procedures for crime related incidents in Retail/wholesale outlets.</p> <p>5. Applying a range of safety techniques when maintaining shelving and point of sale displays in Retail/wholesale outlets.</p> <p>6. Maintaining safety of working environments when disposing of a range of hazardous Merchandise stocked in Retail/wholesale outlets.</p>
Sanitation	1. Different methods of sanitation procedures performed in the workplace.	1. Different methods of sanitation procedures performed in the workplace.	1. Different methods of sanitation procedures performed in the workplace.	1. Different methods of sanitation procedures performed in the workplace.

Topic	Year 1	Year 2	Year 3	Year 4
	<p>2. What is needed to maintain a clean and safe working environment?</p> <p>3. List Cleaning, sanitising and sterilisation of equipment, materials and tools in the work environment.</p> <p>4. List what is needed for effective procedures for dealing with disposable waste in the work environment.</p>	<p>2. What is needed to maintain a clean and safe environment?</p> <p>3. List Cleaning, sanitising and sterilisation of equipment, materials and tools in the work environment.</p> <p>4. List what is needed for effective procedures for dealing with disposable waste in the work environment.</p>	<p>2. What is needed to maintain a clean and safe environment?</p> <p>3. Conduct, cleaning, sanitising and sterilisation of equipment, materials and tools in the work environment.</p> <p>4. Conduct and perform what is needed for effective procedures for dealing with disposable waste in the work environment.</p>	<p>2. What is needed to maintain a clean and safe environment?</p> <p>3. List and conduct cleaning, sanitising and sterilisation of equipment, materials and tools in the work environment.</p> <p>4. Conduct and perform what is needed for effective procedures for dealing with disposable waste in the work environment.</p>

Topic	Year 1	Year 2	Year 3	Year 4
Manicure and Pedicure	<p>1. Preparing the workstation for a manicure and pedicure service.</p> <p>2. Performing of a manicure and pedicure service.</p> <p>3. Explain the aftercare advice to the client.</p>	<p>1.The anatomy and physiology of the hand/foot.</p> <p>2. Preparing the workstation for a manicure and pedicure service.</p> <p>3. Preparing of a client for a manicure and pedicure service.</p> <p>4. Explain the aftercare advice to the client.</p>	<p>1.The anatomy and physiology of the hand/foot.</p> <p>2. Preparing the workstation for a manicure and pedicure service.</p> <p>3. Preparing of a client for a manicure and pedicure service.</p> <p>4. Performing of a manicure and pedicure service.</p> <p>5. Explain the after care.</p>	<p>NA – work was completed in their 3rd year. An overview will be done.</p>
Specialized Manicure and Pedicure	<p>NA – Will only go into detail when in 3rd year.</p>	<p>NA –Will go into detail when in 3rd year.</p>	<p>1. Preparing the workstation for a paraffin hand/foot treatment according to organisational procedures.</p> <p>2. Preparing the client for a paraffin hand/foot treatment by performing a manicure.</p>	<p>NA – Completed in 3rd year. An overview may be done.</p>

Topic	Year 1	Year 2	Year 3	Year 4
			3. Explain the aftercare advice to the client.	
Fibre/Silk	Addressed from year 3.	Addressed from year 3.	1. Preparing the nail plate by performing a proper manicure. 2. Apply, shape and blend artificial tips. 3. Nail repair and overlay. 4. Fibre/silk nails according to clients' requirements 5. Fill and removal of fibre/silk nails. 6. Explain the aftercare service to the client.	NA – Completed in 3 rd year. An overview may be **done.
Nail art	Addressed from year 2	1. List what is needed at a workstation to perform nail art. 2. List what is needed to apply nail art.	1. Preparing the workstation to perform nail art. 2. Applying the nail art on individual fingers.	1.. Preparing the workstation for nail art 2. Applying the nail art on individual fingers.

Topic	Year 1	Year 2	Year 3	Year 4
		3. List what is needed to apply flat art.	3. Perform gem application and striping tape on individual fingers. 4. Performing flat art.	3. Perform gem application and striping tape on individual fingers. 4. Performing flat art.
Liquid and powder enhancement	Addressed from year 4	Addressed from year 4	Addressed from year 4	1. The workstation preparation for powder and liquid enhancements. 2. Prepare the nail plate by performing a manicure. 3. Apply, shape and blend artificial nails 4. Liquid and powder enhancement according to client's needs. 5. Fill and remove liquid and powder nail enhancements. 6. Explain aftercare advice to the client.

3.2 Content outline per term

Year 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Applying safety and housekeeping	<ul style="list-style-type: none"> • Respond to emergency situations by identifying the numbers to contact services for assistance during emergency situations in retail/wholesale outlets. • Identify and/or list the emergency situations that may arise in a school. • Identify and/or list different retail/wholesale outlets. • Identify and/or list methods to contact services for assistance during fire or burglary. <p><i>Demonstrate ability to make decisions and consider options when:</i></p> <ul style="list-style-type: none"> • Respond to instructions given out by safety representatives requiring staff cooperation during emergency situations in retail/wholesale outlets. • Know and demonstrate how to evacuate customers and staff from buildings during a range of emergency situations arising in retail/wholesale outlets. 	<ul style="list-style-type: none"> • Oral discussion using appropriate teaching media and/or Augmentative and Alternative Communication as cues on various emergency situations. • Practical demonstrations and role play on evacuation • Written activities– Worksheets • Video's, DVDs of emergency situations to demonstrate how to apply various techniques and strategies expected when faced with safety and emergency situations. • Visits to emergency services, e.g. Fire station, Police offices • Create games to enforce the contact numbers, e.g. hop-scotch to remember the telephone number 1-1-2 to contact emergency services.

3-4	<p>Implement and supply sanitation to work environments, equipment and tools.</p>	<ul style="list-style-type: none"> • Identify and name the tools (cuticle pusher, cuticle cutter, nail clippers, nail scissors, manicure bowls, facials bowlsetc.), equipment (Nail files, Buffing blocks, Foot rasps etc.), working areas • Identify and list specific procedures (dry and wet sanitation) to sanitise by providing examples. (dry sanitation – UV sterilizer, wet sanitation – Hibertain) • Identify the steps to sanitise the work environment - Hands and nails are cleaned and sanitised prior to services being performed and after the treatment, the tools and equipment must be sanitised prior to the treatment and after the treatment. • List and demonstrate the different methods of sanitation procedures performed in the work environment. <p>Demonstrate the different methods of sanitation procedures performed in the work environment:</p> <ul style="list-style-type: none"> • Identify/point out and name the areas where contamination can be encountered in a physical work environment. • Identify, and/or list and understand the steps to take to sanitise the workplace. • Understands the difference between sanitise and sterilise. • Demonstrate Dry and wet sterilisation according to the standard work procedures. • Know and demonstrate the uses of disinfectants and 	<ul style="list-style-type: none"> • Oral discussion on tools, equipment and materials • Practical demonstrations on sanitation and learners practicing the skill. • Showing of all the various tools, equipment and material used for sanitation and sterilisation. • Written, oral and singing activities – Worksheets and pictures • Oral discussion on contamination • Video's and DVDs to demonstrate how contamination can occur and how it can be prevented. • Practical demonstrations to prevent contamination. • Written activities – Worksheets • Songs, role-plays • Oral discussion on sanitisation • Practical demonstrations on sanitisation for example hand washing and learners practicing the skill. • ACTIVITY 1: Demonstration – Identify and explain the tools and equipment
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		<p>sanitation procedures in the work environment.</p> <ul style="list-style-type: none"> • Identifies disinfectants and sanitizers. • Demonstrate and explain the importance of maintaining a clean and safe working environment. • Identify and/or list the steps to take to limit the spread of contamination. • Apply the appropriate safety measures within a work environment to limit the spread of contamination. • Know and demonstrate the appropriate protective measures when required to prevent contamination within a working environment. • Know and demonstrate the correct procedure for cleaning and sterilising any bodily fluid spills within a working environment. • Know and be able to demonstrate the necessary steps to be taken to prevent transmission of diseases, non-infectious diseases and disorders in a working environment. • Demonstrate and explain the cleaning, sanitising and sterilising of equipment, materials and tools in the work environment. • Demonstrate how to sanitise a salon environment according to standard workplace procedures. • Demonstrate how to clean and sanitise equipment according to workplace procedures. 	
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		<ul style="list-style-type: none"> • Demonstrate the effective procedures for dealing with disposable waste in the work environment. • Demonstrate how to clean and sanitise materials according to workplace procedures. • Demonstrate how to clean and sanitise hands prior to services being performed. • Identify and explain the various waste materials including biologically contaminated waste. • Explain the disposable procedure for the various waste materials according to health regulations. • Demonstrate all suitable procedures for the disposal of biological and non-biological waste materials in the work environment in accordance with the health and safety regulations. 	
5-6	Perform a manicure and pedicure service	<p><i>Explain the anatomy and physiology of the hand and foot:</i></p> <ul style="list-style-type: none"> • Identify and explain the muscles and skeletal components of the hands within the context of a manicure. • Explain the structure, shapes and growth of nails by using a diagram in terms of theory. <p><i>Prepare the workstation for a manicure and pedicure service</i></p> <ul style="list-style-type: none"> • Identify and describe the tools and equipment needed for a manicure and their specific uses. • Sanitise, maintain and store tools and equipment according to the organisational requirements. 	<ul style="list-style-type: none"> • Drawing of hands and feet • Pictures of hands and feet • Oral discussion • Practical demonstrations on the way to hold your equipment. • Practical demonstrations on the way to treat clients. • Written, oral or signing activities - Worksheets • Identify equipment by labelling them • The use of diagrams

		<ul style="list-style-type: none"> • Complete the record keeping documents according to the organisational requirements <p><i>Prepare a client for a manicure and pedicure service:</i></p> <ul style="list-style-type: none"> • Determine the service to be performed to that the client needs are met. • Discuss the principles for assessing nail and skin disorders/disease in order to determine abnormalities that require special treatment. • Select and prepare equipment, products and materials to ensure efficiency of a manicure/pedicure service. <p><i>Perform a manicure and pedicure service:</i></p> <ul style="list-style-type: none"> • Consult with the client to determine the desired shape and length of their nails. • Explain procedures for performing a manicure/pedicure in terms of the steps to be followed. • Soften and push back the cuticles to minimize discomfort when removing cuticles with cuticle cutter. 	<ul style="list-style-type: none"> • Oral discussion on what is a manicure and what is a pedicure • Practical demonstrations on manicure/pedicure • Practical demonstrations regarding massaging the hands and feet as part of the manicure and pedicure service provisioning • Written, oral or signing activities • Activity 2 Practical – Perform a manicure • Activity 3 Practical – Perform a pedicure
7-8	Provide reception and administrative services	<p><i>Welcome, receive and attend to clients</i></p> <ul style="list-style-type: none"> • Meet and greet the client by name (if the appointment was made) • Take the clients coat and hang up if necessary • Seat the client at the reception area if she/he has to wait • Offer the client a beverage if it is the salons policy 	<ul style="list-style-type: none"> • Practical demonstration on receiving, greeting, welcoming and attending to each other as one would in a real situation • Practical demonstrations on telephone conversations for learners relating to reception or salon procedures

	<ul style="list-style-type: none"> • Indicate to the client where the rest room is • To randomly check on clients while she/he is waiting <p>Basic payment methods</p> <ul style="list-style-type: none"> • Cash • Credit Cards • Debit Cards <p>Answer the telephone by using basic etiquette</p> <ul style="list-style-type: none"> • Answer the telephone promptly • Have a pleasant tone (the client can sense the mood) • Greet the client in a professional manner • Mention the name of the salon • Avoid slang language • Speak audibly • Avoid eating or drinking while on the phone • Avoid screaming to call a staff member, rather put the receiver down and proceed to call the staff member • Keep conversations to the minimum to avoid the phone being engaged • Repeat the appointment and service required • End the call with a “thank you” 	<ul style="list-style-type: none"> • Observation and correction of learner behaviour and attitude • Written or oral activities • Activity 4 Practical – Receive clients, consulting with a client, keeping workplace records, client cards and appointment books
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9 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>FORMAL PRACTICAL ASSESSMENT TASK</p> <p>Activity 1 10%</p> <p>Identify and explain the different tools and equipment:</p> <ul style="list-style-type: none"> • Demonstrate the different methods of sanitation • Explain the importance of a clean and safe working environment • Explaining the cleaning and sterilizing of equipment • Demonstrating procedures for dealing with waste in the environment • Naming the different equipment used • Explaining the different equipment used <p>Activity 2 25%</p> <p>Performing a manicure:</p> <ul style="list-style-type: none"> • Getting the layout ready for a manicure • Soaking the hands in soapy water • Cutting and filling the nails • Cuticle remover, cuticle pushing and cuticle cutting • Performing buffing on the nail • Performing application of nail varnish <p>Rubric to be used – see appendix</p>		

Activity 3 25%

Performing a pedicure:

- Getting the layout ready for a pedicure
- Soaking the feet in soapy water
- Cutting and filling the nails
- Cuticle remover, cuticle pushing and cuticle cutting
- Performing buffing on the nail
- Performing application of nail varnish

Rubric to be used – see appendix

Activity 4 15%

Welcome, receive and attend to clients

- Meet and greet client
- Seat the client at the reception area
- Offer the client a beverage
- Indicate where the rest room is
- Check on clients while they are waiting

Telephone etiquette

- Answer the telephone with a pleasant tone
- Greet clients professionally
- Mention the name of the salon
- Avoid slang language

FORMAL THEORY ASSESSMENT TASK

Activity 1

Written test 25%

PUBLIC COMMENT

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Applying safety and housekeeping	<p><i>make decisions and consider options:</i></p> <ul style="list-style-type: none"> • Respond to emergency situations by contacting services for assistance during emergency situations in retail/wholesale outlets. • Respond to instructions given out by safety representatives requiring staff cooperation during emergency situations in retail/wholesale outlets. • Know how to evacuate customers and staff from buildings during a range of emergency situations arising in retail/wholesale outlets. • Know how to monitor safety of staff and customers by applying appropriate procedures for crime related incidents in retail/wholesale outlets. • Apply a range of safety techniques when maintaining the shelving and sale displays in a retail/wholesale outlet. • Know how to maintain a safe working environment when disposing a range of hazardous merchandise stocked in a retail/wholesale outlet. 	<ul style="list-style-type: none"> • Oral discussion on various emergency situations • Videos, DVDs of emergency situations to demonstrate how to apply various techniques and strategies expected when faced with safety and emergency situations • Oral discussion on emergency situations • Visits to emergency services • Practical demonstrations on evacuation • Written, oral or signing activities - Worksheets • Activity 1 Demonstration – Demonstrate evacuation procedures

3-4	Implement and supply sanitation to work environments, equipment and tools.	<p><i>Demonstrate the different methods of sanitation procedures performed in the work environment:</i></p> <ul style="list-style-type: none"> • Identify and name the tools (cuticle pusher, cuticle cutter, nail clippers, nail scissors, manicure bowls, facials bowls etc), equipment (Nail files, Buffing blocks, Foot rasps etc), working areas • Know the areas where contamination can be encountered in a physical work environment. • Understand the difference between sanitise and sterilise. • Demonstrate dry and wet sterilisation will be according to the standard work procedures. • Know the uses of disinfectants and sanitation procedures in the work environment. 	<ul style="list-style-type: none"> • Oral discussion on tools, equipment and materials • Practical demonstrations on sanitation • Written, oral or signing activities – Worksheets and pictures • Oral discussion on contamination • Videos and DVDs to demonstrate how contamination can occur and how it can be prevented • Practical demonstrations to prevent contamination • Written activities – Worksheets • Songs, role-plays • Oral discussion on sanitisation • Practical demonstrations on sanitisation for example hand washing • Activity 2 Understand and apply personal values, ethics and appearance.
5-8	Implement and supply sanitation to work environments, equipment and tools.	<p><i>Demonstrate and explain the importance of maintaining a clean and safe working environment:</i></p> <ul style="list-style-type: none"> • Apply the appropriate safety measures within a work environment to limit the spread of contamination. • Know the appropriate protective measures when required to prevent contamination within a working environment. • Know the correct procedure for cleaning and sterilising any bodily fluid spills within a working environment. 	<ul style="list-style-type: none"> • Oral discussion on tools, equipment and materials • Practical demonstrations on sanitation • Written, oral or signing activities – Worksheets and pictures • Oral discussion on contamination • Videos and DVDs to demonstrate how contamination can occur and how it can be prevented • Practical demonstrations to prevent contamination

		<ul style="list-style-type: none"> • Know the necessary steps to be taken to prevent transmission of diseases, non-infectious diseases, and disorders in a working environment. <p><i>The learner must be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate how to sanitise a salon environment according to standard workplace procedures. • Demonstrate how to clean and sanitise equipment according to workplace procedures. • Demonstrate how to clean and sanitise materials according to workplace procedures. 	<ul style="list-style-type: none"> • Written activities – Worksheets • Songs, role-plays • Oral discussion on sanitisation • Practical demonstrations on sanitisation for example hand washing • Activity 3 <p>Demonstration – Explain how to clean and sanitise different tools and equipment.</p>
9 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>FORMAL PRACTICAL ASSESSMENT TASK</p> <p>Activity 1 25%</p> <p>Demonstration – demonstrate the evacuation procedure</p> <p>Activity 2 25%</p> <p>Understand and apply personal values, ethics and appearance:</p> <ul style="list-style-type: none"> • Watch learner carry out a normal task during normal working conditions • Simulation of a specific task for the learner to demonstrate • Questioning – verbal or written • Explaining acceptable appearance 			

- Applying personal values to everyday situations
- Explaining the code of ethics

Rubric to be used – see appendix

Activity 3:

Identify and explain the different tools and equipment:

- Demonstrate the different methods of sanitation
- Explain the importance of a clean and safe working environment
- Explaining the cleaning and sterilizing of equipment
- Demonstrating procedures for dealing with waste in the environment
- Naming the different equipment used
- Explaining the different equipment used

FORMAL THEORY ASSESSMENT TASK

Activity 1

Written test 25%

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Implement and supply sanitation to work environments, equipment and tools.	<p><i>Demonstrate the effective procedures for dealing with disposable waste in the work environment:</i></p> <ul style="list-style-type: none"> • Demonstrate how to clean and sanitise hands prior to services being performed. • Identify and explain the various waste materials including biologically contaminated waste. • Explain the disposable procedure for the various waste materials according to health regulations. • Demonstrate all suitable procedures for the disposal of biological and non-biological waste materials in the work environment in accordance with the health and safety regulations. 	<ul style="list-style-type: none"> • Oral discussion on tools, equipment and materials • Practical demonstrations on sanitation • Written, oral or signing activities – Worksheets and pictures • Oral discussion on contamination • Videos and DVDs to demonstrate how contamination can occur and how it can be prevented • Practical demonstrations to prevent contamination • Written activities – Worksheets • Songs, role-plays • Oral discussion on sanitisation • Practical demonstrations on sanitisation for example hand washing • Activity 1: Demonstration – Identify and explain the different tools and equipment
3-4	Perform a manicure and pedicure service	<p><i>Explain the anatomy and physiology of the hand and foot:</i></p> <ul style="list-style-type: none"> • Identify and explain the muscles and skeletal components of the hands within the context of a manicure. • Explain the structure, shapes and growth of nails by using a 	<ul style="list-style-type: none"> • Drawing of hands and feet • Pictures of hands and feet • Oral discussion • Practical demonstrations on the way to hold your

		<p>diagram in terms of theory.</p> <p><i>Prepare the workstation for a manicure and pedicure service</i></p> <ul style="list-style-type: none"> Identify and describe the tools and equipment needed for a manicure and their specific uses. Sanitise, maintain and store tools and equipment according to the organisational requirements. Complete the record keeping documents according to the organisational requirements. 	<p>equipment.</p> <ul style="list-style-type: none"> Practical demonstrations on the way to treat clients. Written, oral or signing activities - Worksheets Identify equipment by labelling them The use of diagrams
5-6	Perform a manicure and pedicure service	<p><i>Prepare a client for a manicure and pedicure service:</i></p> <ul style="list-style-type: none"> Determine the service to be performed to that the client needs are met. Discuss the principles for assessing nail and skin disorders/disease in order to determine abnormalities that require special treatment. Select and prepare equipment, products and materials to ensure efficiency of a manicure/pedicure service. <p><i>Perform a manicure and pedicure service:</i></p> <ul style="list-style-type: none"> Consult with the client to determine the desired shape and length of their nails. Explain procedures for performing a manicure/pedicure in terms of the steps to be followed. 	<ul style="list-style-type: none"> Oral discussion on what is a manicure and what is a pedicure Practical demonstrations on manicure/pedicure Practical demonstrations regarding massaging the hands and feet as part of the manicure and pedicure service provisioning Written, oral or signing activities Activity 2 Practical – Performing a manicure and pedicure

		<ul style="list-style-type: none"> • Soften and push back the cuticles to minimize discomfort when removing cuticles with cuticle cutter. • Demonstrate techniques for relaxing hand and forearm massage. 	
7-8	Perform a relaxing hand and foot massage.	<ul style="list-style-type: none"> • Prepare the client's cubicle according to the health and safety requirements. • Adjust room temperature, lighting and ventilation according to the client and treatment needs. • Protect the plinth/massage table according to the organisational requirements. • Prepare the trolley/work surface according to safety and hygiene requirements. • Adhere to the safety and hygienic procedures throughout the whole process according to the occupational health and safety regulations. 	<ul style="list-style-type: none"> • Oral discussion about the anatomy of the hand and foot. • Pictures of the hands and feet • Skeletal to show the anatomy of the body • Practical demonstrations on the massage sequence • Written, oral or signing activities – Worksheets • Massage sequence on an overhead or data projector • Hygienic procedures to be done practically • Activity 3 Practical – Performing a massage sequence on the hands and feet
9 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	
FORMAL PRACTICAL ASSESSMENT TASK Activity 1 25% Identify and explain the different tools and equipment: <ul style="list-style-type: none"> • Demonstrate the different methods of sanitation • Explain the importance of a clean and safe working environment • Explaining the cleaning and sterilizing of equipment 			

- Demonstrating procedures for dealing with waste in the environment
 - Naming the different equipment used
 - Explaining the different equipment used
- Rubrics to be used – see appendix

Activity 2 25%

Performing a manicure and pedicure:

- Getting the layout ready for a manicure or pedicure
 - Soaking the hands or feet in soapy water
 - Cutting and filing the nails
 - Cuticle remover, cuticle pushing and cuticle cutting
 - Performing buffing on the nail
 - Performing application of nail varnish
- Rubric to be used – see appendix

Activity 3 25%

Performing a hand and foot massage:

- Getting the layout ready for a hand and foot massage
- Practical demonstrations on the massage sequence
- Massage sequence on an overhead projector displaying the sequence.
- Performing the massage sequence
- Offering the client something to drink after the treatment
- Supporting client on and off the bed

FORMAL THEORY ASSESSMENT TASK

Activity 1

Written test 25%

PUBLIC COMMENT

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Perform a relaxing back and neck massage.	<p><i>Assess clients' requirements:</i></p> <ul style="list-style-type: none"> • Receive and consult with the client while recording lifestyle. • Observe and record client information in accordance with organisational procedures. • Massage movement routine is applied according to the client's needs. • Maintain client privacy, modesty and confidentiality according to organisational requirements. <p><i>Prepare the area to be treated:</i></p> <ul style="list-style-type: none"> • Position and prepare the client according to treatment requirements. • Cleanse and prepare the area to be massaged according to the treatment requirements. 	<ul style="list-style-type: none"> • Oral discussion about the anatomy of the body. • Pictures of the body • Skeletal to show the anatomy of the body • Practical demonstrations on the massage sequence • Written, oral or signing activities – Worksheets • Massage sequence on an overhead or data projector • Hygienic procedures to be done practically (the assessment will be done in week 4)
3-4	Perform and manage a relaxing massage of the back and neck:	<p><i>Perform and manage a relaxing massage of the back and neck:</i></p> <ul style="list-style-type: none"> • Explain the length of the massage routine according to the treatment plan. • Explain the importance of ensuring that the operator's hands are warm in order to relax the client throughout the treatment. 	<ul style="list-style-type: none"> • Oral discussion about the anatomy of the body. • Pictures of the body • Skeletal to show the anatomy of the body • Practical demonstrations on the massage sequence • Written, oral or signing activities – Worksheets • Massage sequence on an overhead or data projector

		<ul style="list-style-type: none"> • Conduct the massage with frequency using the correct posture, speed, rhythm, repetition and variation suited to the client's needs. • Remove the product residue according to the organisational requirements. • To use the products/materials in a economic and cost effective manner according to organisational requirements. 	<ul style="list-style-type: none"> • Hygienic procedures to be done practically • Activity 1 Practical – Performing a back and neck massage
5-6	Prepare and perform nail art services	<p><i>Apply nail art:</i></p> <ul style="list-style-type: none"> • Select nail art products according to the treatment plan and confirmed with the client. • Select type of nail art to be applied, suitable for the nail size and meet the client's needs. • Select and apply nail art products sequentially according to the manufacturer's instructions and the client's requirements. • Use nail art techniques sequentially to achieve the required design. • Apply suitable top coat and nail art base according to the design plan. 	<ul style="list-style-type: none"> • Oral discussion about nail products. • Practical demonstrations on different nail art tools • Written activities like worksheets of different nail art products. • Activity 2 Demonstration – Identify and name the different nail diseases and contra-indications. Explain hand hygiene and anatomy of the hand.
7-8	Prepare and perform nail art services	<p><i>Perform gem application and striping tape:</i></p> <ul style="list-style-type: none"> • Apply chosen colour nail varnish smoothly according to manufacturer's instructions. • Dry and secure nail varnish thoroughly in order to apply striping tape. 	<ul style="list-style-type: none"> • Oral discussion about nail products. • Practical demonstrations on different nail products. • Written activities like worksheets of different nail art products.

		<ul style="list-style-type: none"> • Apply the gem stone with nail art sealer and apply pressure to the nail. • Complete the procedure with an application of nail art sealer in accordance to organisational requirements. 	<ul style="list-style-type: none"> • Activity 3 Practical – Prepare and perform nail art services
9 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>FORMAL PRACTICAL ASSESSMENT TASK</p> <p>Activity 1 25%</p> <p>Performing a back and neck massage:</p> <ul style="list-style-type: none"> • Getting the layout ready for a back and neck massage • Practical demonstrations on the massage sequence • Massage sequence on an overhead projector displaying the sequence. • Performing the massage sequence • Offering the client something to drink after the treatment • Supporting client on and off the bed <p>Activity 2 25%</p> <p>Identify and name the different nail diseases, hand hygiene, anatomy of the hand and contra-indications</p> <ul style="list-style-type: none"> • A broad understanding of the working environment, hygienic and efficient preparation of surroundings, tools, materials, consumables and waste disposal. • A basic understanding of the identification of contra-indications in the form of skin and nail diseases and disorders. • A basic understanding of the anatomy and physiology of the nail and nail bed. 			

Activity 3 25%

Prepare and perform nail art services:

- An in depth understanding of nail art products and tools, their purpose, indications, precautions and effects.
- Assemble the essential nail polish and different tools needed
- The use of nail varnish and tools
- Neatness and creativity of nail art
- Work done in the given time frame
- Arranging the work station in proper order

FORMAL THEORY ASSESSMENT TASK

Activity 1

Written test 25%

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-4	Prepare and perform a facial consultancy service.	<p><i>Prepare the facial consultancy workstation according to the organisational and hygienic requirements:</i></p> <ul style="list-style-type: none"> • Set lighting, temperature and ventilation in an appropriate manner. • Protect the chair/plinth according to organisational requirements. • Prepare the trolley with relevant tools, materials, products, make-up cosmetics in accordance with organisational requirements. • Position a waste receptacle within reach of the workstation. <ul style="list-style-type: none"> • Organise equipment to be used during the assessment procedure in accordance with organisational requirements. • Follow and adhere to safety and hygienic practices throughout the process. <p><i>Prepare the client, assess the skin utilising appropriate equipment, and skin care products.</i></p> <ul style="list-style-type: none"> • Receive and consult the client according to hygienic and professional attitude throughout the service. • Prepare the skin for assessment by thoroughly removing make-up ensuring effectiveness at hairline, lips and lashes. 	<ul style="list-style-type: none"> • Oral discussion about the cubicle. • Practical demonstrations on practical equipment. • Written activities– Worksheets • Oral discussion about products. • Practical demonstrations on the application and removal of products. • Activity 1 Practical – Prepare and perform facial consultancy treatment

		<ul style="list-style-type: none"> • Assess the skin using appropriate magnification and lighting, recognising and identifying the skin type/condition. • Determine possible causes of the skin type/condition. • Refer skin diseases/disorders/conditions which preclude the treatment in a professional manner. • Recommend homecare advice and support that is suitable to the client's needs. 	
	<p>Perform a cleansing service</p> <p>Perform an exfoliation/deep cleansing, masque application and moisturise of the face and décolleté.</p>	<ul style="list-style-type: none"> • Cleanse client's skin thoroughly to ensure that all makeup is removed. • Apply cleansing products in a prescribed sequence. • Select and apply products that best suit the client's skin in accordance with specifications. • Select, manage and apply products to remove a mask on the face and décolleté according to hygiene requirements. • Prepare the skin for a steam treatment according to salon requirements. • Operate, manage and use the facial steamer in accordance with manufacturer's instructions. • Explain history of exfoliation in terms of origin. • Prepare and heat the client's skin for the deep cleanse / exfoliation. • Explain techniques used for exfoliation. • Maintain consumption of products in a economic and cost-effective manner. 	<ul style="list-style-type: none"> • Practical demonstrations on how to remove makeup especially around the hairline, lips and lashes. • Practical demonstrations on how to apply cleansing products to the skin. • Practical demonstrations on how to remove cleansing products. • Practical demonstrations on how to apply a mask especially for the different skin types. • Oral discussions on how to operate a steamer and practical demonstrations on how to operate a steamer. • Oral discussions on the advantages and disadvantages of exfoliation. • Oral discussion on the benefits of masks. • Practical demonstrations on how to apply and remove exfoliator. • Practical demonstrations on how to apply mask products with a brush.

<p>Prepare and perform a facial consultancy service:</p>	<ul style="list-style-type: none"> • Apply safe and hygienic work practices throughout the service. • Explain mask application. • Select mask and apply in an even and neat manner to ensure adequate cover of the face and neck area. • The skin is dried in order to conduct the treatment according to specifications. • Select and apply moisturiser to the face, neck and décolleté area to enhance the service. • Explain the benefits of the use of a moisturiser to the client. 	<ul style="list-style-type: none"> • Practical demonstrations on how to apply the moisturiser to the face, neck and décolleté. • Oral discussions on the benefits of moisturisers. • Practical demonstrations on how to fill a client record card. <p>Activity 1: Assessment to be done in week 6</p>
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5 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>FORMAL PRACTICAL ASSESSMENT TASK</p> <p>Activity 1 75%</p> <p>Prepare for and perform facial consultancy treatment:</p> <ul style="list-style-type: none"> • Prepare the workstation • Assessing facial types and skin care products • Record information on the client card and assess your client's skin by using appropriate equipment • Performing a facial treatment • Performing a deep cleanse with exfoliation • Performing a specialised facial mask • Removal of facial mask and application of moisturizer <p>Rubric to be used – see appendix</p> <p>FORMAL THEORY ASSESSMENT TASK</p> <p>Activity 1</p> <p>Written test 25%</p>		

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Applying safety, security and housekeeping	<p><i>Demonstrate ability to make decisions and consider options when:</i></p> <ul style="list-style-type: none"> • Respond to emergency situations by contacting services for assistance during emergency situations in retail/wholesale outlets. • Respond to instructions given out by safety representatives requiring staff cooperation during emergency situations in retail/wholesale outlets • Know how to evacuate customers and staff from buildings during a range of emergency situations arising in retail/wholesale outlets. • Know how to monitor safety of staff and customers by applying appropriate procedures for crime related incidents in retail/wholesale outlets. • Apply a range of safety techniques when maintaining the shelving and sale displays in a retail/wholesale outlet. • Know how to maintain a safe working environment when disposing a range of hazardous merchandise stocked in a retail/wholesale outlet. 	<ul style="list-style-type: none"> • Oral discussion on various emergency situations • Videos, DVDs of emergency situations to demonstrate how to apply various techniques and strategies expected when faced with safety and emergency situations • Oral discussion on emergency situations • Visits to emergency services • Practical demonstrations on evacuation • Written, oral or signing activities - Worksheets

		<p><i>Demonstrate the different methods of sanitation procedures performed in the work environment:</i></p> <ul style="list-style-type: none"> • Know the tools, equipment, materials and working areas for specific procedures by providing examples. • Know the areas where contamination can be encountered in a physical work environment. • Understand the difference between sanitise and sterilise. • Dry and wet sterilisation will be demonstrated according to the standard work procedures. • Know the uses of disinfectants and sanitation procedures in the work environment. 	
3-4	Implement and apply sanitation to work environment, equipment and tools for public and personal protection	<p><i>Demonstrate and explain the importance of maintaining a clean and safe working environment:</i></p> <ul style="list-style-type: none"> • Apply the appropriate safety measures within a work environment to limit the spread of contamination. • Know the appropriate protective measures when required to prevent contamination within a working environment. • Know the correct procedure for cleaning and sterilising any bodily fluid spills within a working environment. • Know the necessary steps to be taken to prevent transmission of diseases, non-infectious diseases and disorders in a working environment. 	<ul style="list-style-type: none"> • Showing of all the various tools, equipment and material used for sanitation and sterilisation • Oral discussion on tools, equipment and materials • Practical demonstrations on sanitation • Written, oral or signing activities – Worksheets and pictures • Oral discussion on contamination • Videos and DVDs to demonstrate how contamination can occur and how it can be prevented • Practical demonstrations to prevent contamination • Written activities – Worksheets • Songs, role-play • Oral discussion on sanitisation

		<p><i>Demonstrate and explain the cleaning, sanitising and sterilising of equipment, materials and tools in the work environment:</i></p> <ul style="list-style-type: none"> • Demonstrate how to sanitise a salon environment according to standard workplace procedures. • Demonstrate how to clean and sanitise equipment according to workplace procedures. • Demonstrate how to clean and sanitise materials according to workplace procedures. • The cleaning and sanitation of materials are demonstrated and explained according to workplace procedures. <p><i>Demonstrate the effective procedures for dealing with disposable waste in the work environment:</i></p> <ul style="list-style-type: none"> • Hands and nails are cleaned and sanitised prior to services being performed. • The various waste materials include biologically contaminated waste are identified and explained according to worksite procedures. • The various waste materials disposal procedures are explained according to worksite procedures and health regulations. • All suitable procedures for disposal of biological and non-biological waste materials in the work environment are demonstrated in accordance with health and safety regulations. 	<ul style="list-style-type: none"> • Practical demonstrations on sanitisation for example hand washing • Activity 1 Demonstration – Identify and explain the different tools and equipment
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5-6	Perform a manicure and pedicure service	<p><i>Explain the anatomy and physiology of the hand and foot:</i></p> <ul style="list-style-type: none"> • Identify and explain the muscles and skeletal components of the hands within the context of a manicure. • Explain the structure, shapes and growth of nails by using a diagram in terms of theory. <p><i>Prepare the workstation for a manicure and pedicure service:</i></p> <ul style="list-style-type: none"> • Identify and describe the tools and equipment needed for a manicure and their specific uses. • Sanitise, maintain and store tools and equipment according to the organisational requirements. • Complete the record keeping documents according to the organisational requirements. <p><i>Prepare a client for a manicure and pedicure service:</i></p> <ul style="list-style-type: none"> • Determine the service to be performed to that the client needs are met. • Discuss the principles for assessing nail and skin disorders/disease in order to determine abnormalities that require special treatment. • Select and prepare equipment, products and materials to ensure efficiency of a manicure/pedicure service. 	<ul style="list-style-type: none"> • Drawing of hands and feet • Pictures of hands and feet • Oral discussion • Practical demonstrations on the way to hold your equipment. • Practical demonstrations on the way to treat clients. • Written, oral or signing activities - Worksheets • Identify equipment by labelling them • The use of diagrams • Showing of videos and DVDs • Oral discussion on what is a manicure and what is a pedicure • Practical demonstrations on manicure/pedicure • Practical demonstrations regarding massaging the hands and feet as part of the manicure and pedicure service provisioning • Written, oral or signing activities • Activity 2 Practical – Performing a manicure and pedicure
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		<p><i>Perform a manicure and pedicure service:</i></p> <ul style="list-style-type: none"> • Consult with the client to determine the desired shape and length of their nails. • Explain procedures for performing a manicure/pedicure in terms of the steps to be followed. • Soften and push back the cuticles to minimize discomfort when removing cuticles with cuticle cutter. • Demonstrate techniques for relaxing hand and forearm massage. 	
7-8	Perform a specialised manicure and pedicure using paraffin.	<p><i>Prepare the workstation for a paraffin hand/foot treatment according to organisational procedures:</i></p> <ul style="list-style-type: none"> • Prepare the workstation to meet the required levels of occupational, health, hygiene and safety requirements. • Select the record keeping documents in accordance with organisational requirements. • Follow and adhere to safety and hygienic practices throughout the treatment process. • Identify and select tools and products for specialised manicure and pedicure services in accordance with manufacturer's instructions. 	<ul style="list-style-type: none"> • Practical demonstrations on the way to treat clients • Practical demonstrations on the way to hold your equipment. • Identify equipment by labelling them • Showing of videos and DVDs • Practical demonstrations on how to use paraffin wax heaters. • Practical demonstrations on how to apply the paraffin wax. • Activity 3 Practical – Performing a hand and foot treatment by means of paraffin wax

		<p><i>Prepare the client for a paraffin hand/foot treatment:</i></p> <ul style="list-style-type: none"> • Receive and consult the client within a professional manner according to organisational requirements. • Explain the use of paraffin foot treatment in terms of its benefits • Assess the skin and nails to determine treatment to be performed according to the client's needs. • Prepare the client for a paraffin treatment according to organisational requirements. • Sanitise the nail and surrounding skin with appropriate products and tools are left free of any varnish. • Soak the feet in sanitising solution to meet the treatment plan. • Exfoliate the lower legs, feet and dry according to organisational requirements. • Replenish the paraffin wax heater and temperature control is set according to manufacturer's instructions. • Peel off the wax and product residue with appropriate products and tools. • Conduct a relaxing massage in a continuous manner on the leg and foot with an appropriate medium to suit the client's needs. 	
9 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	

FORMAL PRACTICAL ASSESSMENT TASK

Activity 1 25% (Assessed in week 1-4)

Identify and explain the different tools and equipment:

- Demonstrate the different methods of sanitation
- Explain the importance of a clean and safe working environment
- Explaining the cleaning and sterilizing of equipment
- Demonstrating procedures for dealing with waste in the environment
- Naming the different equipment used
- Explaining the different equipment used

Activity 2 25% (Assessed in week 5-6)

Performing a manicure and pedicure:

- Getting the layout ready for a manicure or pedicure
- Soaking the hands or feet in soapy water
- Cutting and filling the nails
- Cuticle remover, cuticle pushing and cuticle cutting
- Performing buffing on the nail
- Performing application of nail varnish

Rubric to be used – see appendix

Activity 3 25% (Assessed in week 7-8)

Performing a hand and foot treatment by means of paraffin wax:

- Performing a manicure and pedicure
- Hands and feet are exfoliated and dried

- Performing a hand or foot paraffin treatment
- Application and removal of paraffin wax
- Client care and after care
- Cleaning up the work station and washing hands

FORMAL THEORY ASSESSMENT TASK

Activity 1

Written test 25%

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Apply fibre/silk technology	<p><i>Prepare the nail plate according to organisational requirements and manufacturer's recommendation:</i></p> <ul style="list-style-type: none"> • Prepare the workstation for fibre/silk enhancement service according to organisational requirements. • Apply nail product in a sequence according to the supplier's instructions and recommendations. <p><i>Apply nail repair and overlay:</i></p> <ul style="list-style-type: none"> • Re-enforce weak points using resin and mesh according to manufacturer's recommendations. • Apply overlay to follow the natural shape of the nail according to the manufacturer's recommendation. • Manage the application techniques to leave a free margin around the cuticles and side wall area of the nail. • Balance the finish surface of the nail with a smooth even shiny surface with no ridges at the cuticle line and an even clear defined small line. 	<ul style="list-style-type: none"> • Oral discussion on the difference between silk and fibre. • Practical demonstrations on how to apply silk and fibre with the correct products. • Written activities like worksheets and diagrams. • Practical demonstrations on application techniques with regards to silk and fibre. (will be assessed in week 4)
3-4	Apply fibre/silk technology	<p><i>Apply fibre/silk nails according to the client's requirements:</i></p> <ul style="list-style-type: none"> • Follow product use and application according to the manufacturer's instructions. • Adapt application techniques to meet the clients nail shape 	<ul style="list-style-type: none"> • Oral discussion on the difference between silk and fibre. • Practical demonstrations on how to apply silk and fibre with the correct products.

		<p>and condition.</p> <ul style="list-style-type: none"> • Explain with examples the need to ensure that nail shape and length complement the client's nails and hands. • Use and apply nail products according to manufacturer's instructions for maximum service efficiency. • Use and manage application techniques to leave a free margin around the cuticles and sidewalls area of the nail. • Balance the finish surface of the nail with a smooth, even finish and defined small line with no ridges at the cuticle. • Complete client record card and schedule a follow up appointment. <p><i>Fill and removal of fibre/silk nails:</i></p> <ul style="list-style-type: none"> • Identify accurately the condition of the natural nail and the information on the client record card is updated. • Apply methods to remove fibre/silk and avoid damaging the natural nail and traces of product on the nail. • Use techniques to maintain and restore the enhancement structures to their original conditions in accordance with the manufacturer's instructions. 	<ul style="list-style-type: none"> • Written activities like worksheets and diagrams. • Practical demonstrations on application techniques with regards to silk and fibre. • Activity 1 Practical – Apply fibre/silk techniques to the nails
5-6	Prepare and perform nail art services.	<p><i>Apply nail art:</i></p> <p><i>Pedicure:</i></p> <ul style="list-style-type: none"> • Select nail art products according to treatment plan and confirmed with the client. 	<ul style="list-style-type: none"> • Oral discussion about the sequence and performance of a manicure or pedicure service. • Oral discussion about nail art techniques and how to achieve difference in nail art.

		<ul style="list-style-type: none"> • Select type of nail art to be applied suitable for the size of nail according to treatment plan to meet client's needs. • Select and apply nail art products and equipment sequentially according to health and hygiene regulations, manufacturer's instructions and client requirements. • Use nail art techniques sequentially to achieve the required design. • Apply suitable base coat and nail art base according to the design plan. 	<ul style="list-style-type: none"> • Practical demonstrations on how to use the different equipment. • Practical demonstrations on how to apply different nail art techniques. • Written activities • Activity 2 Practical – Performing a basic manicure and pedicure to prepare the nail/toe plate for nail art
7-8	Prepare and perform nail art services.	<p><i>Perform gem application and striping tape:</i></p> <ul style="list-style-type: none"> • Apply chosen colour varnish smoothly according to manufacturer's instructions. • Dry and secure nail varnish thoroughly in order to apply the striping tape. • Apply the gem stone with nail art sealer and apply pressure on the nail. • Complete the procedure with an application of nail art sealer in accordance to organisational requirements. 	<ul style="list-style-type: none"> • Oral discussion about the sequence and performance of a manicure or pedicure service. • Oral discussion about nail art techniques and how to achieve difference in nail art. • Practical demonstrations on how to use the different equipment. • Practical demonstrations on how to apply different nail art techniques. • Practical demonstrations on how to apply nail varnish. • Written activities • Activity 3 Practical – Prepare and perform nail art services
9 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	

FORMAL PRACTICAL ASSESSMENT TASK

Activity 1 25%

Apply fibre/silk technology:

- A comprehensive understanding of the chemical reactions that take place during the formation of nail enhancement structures.
- A comprehensive understanding of the importance of the free margin around the cuticle area and sidewall area.
- A broad understanding of the importance of achieving maximum strength, appearance and longevity by use of correct nail balance and shaping.
- A broad understanding of the importance of choosing the correct tip size and the methods used when applying techniques.
- An in depth understanding of the differences in application and process for different nail enhancements.
- Types of fibre/silk nail enhancement services and types of fibre/silk nails available.
- Adhesive techniques are applied as per manufacturer's instructions.
- Nail assessment principles, methods and techniques.
- Methods and techniques for applying fibre/silk nails.
- Methods and techniques for shaping and blending artificial tips and extensions.
- Methods and techniques for the safe removal of nail enhancements

Activity 2 25%

. Performing a basic manicure and pedicure:

- Getting the layout ready for a manicure or pedicure
- Soaking the hands or feet in soapy water
- Cutting and filling the nails
- Cuticle remover, cuticle pushing and cuticle cutting
- Performing buffing on the nail

- Performing application of nail varnish

Rubric to be used – see appendix

Activity 3 25% (Assessed in week 5-8)

Prepare and perform nail art services:

- An in depth understanding of manicure products and tools, their purpose, indications, precautions and effects.
- A broad understanding of the working environment, hygienic and efficient preparation of surroundings, tools, materials, consumables and waste disposal.
- A basic understanding of the identification of contra-indications in the form of skin and nail diseases and disorders.
- A basic understanding of the anatomy and physiology of the nail and nail bed.

FORMAL THEORY ASSESSMENT TASK

Activity 1

Written test 25%

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Perform eyelash tint and eyebrow tinting and shaping.	<p><i>Tint eyebrows and lashes:</i></p> <ul style="list-style-type: none"> • Cleanse and prepare the area • Describe ways for safe application of eyebrow and lash tinting to keep the surrounding skin and area protected. • Mix tints to meet manufacturer's instructions and client requirements and expectations. • Protect the client's skin, clothes and surrounding areas to minimize the risk of the colour spreading. • Apply the product evenly to ensure that the product fully covers the hair to be tinted. • Remove tint promptly in the event of any reaction and cold water compress is applied to sooth the eye. • Meet the product development time to meet the colouring characteristics of the client and the manufacturer's instructions. • Leave the treated hair free from product. • Check the finish result to ensure client satisfaction. 	<ul style="list-style-type: none"> • Oral discussion on facial cleansing. • Oral discussions on safe application of products around your client's eyes and eyebrows. • Practical demonstrations on how to mix the correct amount of tint. • Practical demonstrations on how to apply the product fully so all the hair can be covered. • Practical demonstrations on correct removal of tint application. • Written activities on the different products used. • Showing of DVD's and Videos

3-4	<p>Perform eyelash tint and eyebrow tinting and shaping.</p>	<p><i>Shape the eyebrows:</i></p> <ul style="list-style-type: none"> • Describe the shape and proportions of the eyebrow in relation to facial features and shape. • Describe with examples ways to remove eyebrow hair carefully and effectively. • Check the client’s understanding of the treatment prior to the commencement in order to discuss any areas that require clarification. • Cleanse and prepare the eyebrow area prior to the treatment. • Use application techniques by keeping the skin firm to minimize discomfort. • Remove the hair in the direction of the hair growth using suitable tools and equipment. • Use types of soothing agents available according to the client’s needs and manufacturer’s instructions. • Check the finish shape in order to ensure client satisfaction. • Describe with examples ways on how to maintain and care for tweezed eyebrows. <p><i>Consult, plan and prepare client for treatment:</i></p> <ul style="list-style-type: none"> • Set up the work area, hygiene and treatment requirements. 	<ul style="list-style-type: none"> • Oral discussion on the shapes of eyebrows and how they complement your client’s facial features. • Practical demonstrations on the application of tint. • Written activities – Worksheets • Easier ways to remove hair in a certain direction. • Oral discussion on contra-indications. • Practical demonstrations on how contra-indications look and how they occur. • Written activities – Worksheets <ul style="list-style-type: none"> • Activity 1 Practical – performing an eyebrow and eyelash tint
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		<ul style="list-style-type: none">• Obtain a written and signed consent form prior to the treatment if the client is a minor.• Explain possible contra-indications resulting from lash and brow treatments to determine ways on how to deal with them.• Consult a client to identify any contra-indications to the treatment for recording purposes in order to take any necessary action.• Describe actions to be taken in an event when tint adhesives or solvent enters a client's eyes.• Explain with examples the need to protect the client's clothing, hair and accessories. (All accessories to be removed prior to the treatment)• Select suitable equipment and materials for the treatment.	
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5	Perform temporary hair removal by means of waxing.	<p><i>Assess the hair growth and skin in order to perform a temporary hair removal service:</i></p> <p>Cold wax</p> <ul style="list-style-type: none"> Identify and explain the methods for temporary hair removal in terms of their advantages and disadvantages. Conduct client consultation in a polite and friendly manner to identify client hair removal needs. Identify, note and discuss contra-indications for referral purposes to a professional where required. Identify areas of the skin/hair growth requiring special treatment and confirm in relation with the treatment plan. Undertake hygienic, sanitation and safety procedures to ensure maximum client safety in accordance with organisational policies and procedures. 	<ul style="list-style-type: none"> Oral discussion about the advantages and disadvantages about temporary hair removal. Oral discussions about contra-indications. Oral discussion on the use of products and how to apply safety and sanitation procedures. Practical demonstrations on how to sanitise the area being treated. Practical demonstrations on the difference between the types of waxes. Practical demonstrations on the application of the waxing products. Practical demonstrations on the removal of waxing products. Written activities – worksheets Showing of DVD's and Videos. (will be assessed in week 8)
6-7	Perform temporary hair removal by means of waxing.	<p><i>Prepare a workstation for a temporary hair removal:</i></p> <p>Cold wax</p> <ul style="list-style-type: none"> Prepare the workstation according to specifications. Select and prepare product and equipment for the required temporary hair removal according to manufacturer's requirements. Prepare the trolley for the temporary hair removal service with appropriate tools, products and materials. 	<ul style="list-style-type: none"> Oral discussion about the advantages and disadvantages about temporary hair removal. Oral discussion on the use of products and how to apply safety and sanitation procedures. Practical demonstrations on how to sanitise the area being treated. Practical demonstrations on the difference between the types of waxes.

		<ul style="list-style-type: none"> • Set the temperature control according to manufacturer's instructions. • Cover and protect the treatment plinth according to organisational requirements. • Clean and tidy work area to meet the required level of hygienic accordance with workplace requirements. 	<ul style="list-style-type: none"> • Practical demonstrations on the application of the waxing products. • Practical demonstrations on how to protect your plinth's and client's clothes. • Written activities – worksheets • Showing of DVD's and Videos.
7-8	Perform temporary hair removal by means of waxing.	<p><i>Perform temporary hair removal by means of waxing:</i></p> <p>Hot wax</p> <ul style="list-style-type: none"> • Explain with examples the benefits of removing unwanted hair by means of waxing. • Identify contra-indications to depilatory wax treatment for a client in terms of skin diseases and disorders. • Select, prepare and arrange equipment to achieve maximum efficiency of the service. • Select and apply suitable waxing products in accordance with manufacturer's instructions to meet client satisfaction. • Prepare and drape the area to be treated for a cold wax according to organisational and hygienic requirements. • Perform the removal and disposal of cold wax in accordance with organisational, hygienic and safety requirements and client discomfort is minimised and modesty is maintained throughout the service. 	<ul style="list-style-type: none"> • Oral discussion about the advantages and disadvantages about temporary hair removal. • Oral discussions about contra-indications. • Oral discussion on the use of products and how to apply safety and sanitation procedures. • Practical demonstrations on how to sanitise the area being treated. • Practical demonstrations on the difference between the types of waxes. • Practical demonstrations on the application of the waxing products. • Practical demonstrations on the removal of waxing products. • Written activities – worksheets • Showing of DVD's and Videos. • Activity 2 Practical – Temporary hair removal by means of waxing

		<ul style="list-style-type: none"> • Perform the selected hair removal service according to manufacturer's instructions and without injury of skin damage. • Test the wax to make sure it is at a safe, comfortable working temperature and is maintained throughout the service in accordance with organisational, hygienic and safety requirements. • Observe safety precautions in terms of control of wax temperature to minimize the risk of skin damage. 	
9 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>FORMAL PRACTICAL ASSESSMENT TASK</p> <p>Activity 1 25%</p> <p>Performing an eyebrow and eyelash tinting:</p> <ul style="list-style-type: none"> • Identify problem areas • Display responsible decisions • Performing a tinting treatment • Application and removal of tint • Client care while the tint is on the client's skin • Aftercare performed <p>Rubric to be used – see appendix</p>			

Activity 2 50%

Temporary hair removal by means of waxing:

- Identify and solve problems
- Assess hair growth and skin
- Performing the removal of unwanted hair by means of hot/cold wax
- Applying aftercare by means of specified lotions
- Explaining to the client their home care advice
- Cleaning up of the work station and washing hands

Rubric to be used – see appendix

FORMAL THEORY ASSESSMENT TASK

Activity 1

Written test 25%

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Perform a specialised manicure and pedicure using paraffin.	<p><i>Prepare the workstation for a paraffin hand/foot treatment according to organisational procedures:</i></p> <ul style="list-style-type: none"> • Prepare the workstation to meet the required levels of occupational, health, hygiene and safety requirements. • Select the record keeping documents in accordance with organisational requirements. • Follow and adhere to safety and hygienic practices throughout the treatment process. • Identify and select tools and products for specialised manicure and pedicure services in accordance with manufacturer's instructions. <p><i>Prepare the client for a paraffin hand/foot treatment:</i></p> <ul style="list-style-type: none"> • Receive and consult the client within a professional manner according to organisational requirements. • Explain the use of paraffin foot treatment in terms of its benefits. • Assess the skin and nails to determine treatment to be performed according to the client's needs. • Prepare the client for a paraffin treatment according to 	<ul style="list-style-type: none"> • Practical demonstrations on the way to treat clients • Practical demonstrations on the way to hold your equipment. • Identify equipment by labelling them • Showing of videos and DVDs • Practical demonstrations on how to use paraffin wax heaters. <p>Practical demonstrations on how to apply the paraffin wax.</p> <ul style="list-style-type: none"> • Activity 1 <p>Practical – Performing a hand and foot treatment by means of paraffin wax</p>

		<p>organisational requirements.</p> <ul style="list-style-type: none"> • Sanitise the nail and surrounding skin with appropriate products and tools are left free of any varnish. • Soak the feet in sanitising solution to meet the treatment plan. • Exfoliate the lower legs, feet and dry according to organisational requirements. • Replenish the paraffin wax heater and temperature control is set according to manufacturer's instructions. • Remove the wax and product residue with appropriate products and tools. • Conduct a relaxing massage in a continuous manner on the leg and foot with an appropriate medium to suit the client's needs. 	
2	Prepare and perform a facial consultancy service:	<p><i>Record all relevant information on the client record card:</i></p> <ul style="list-style-type: none"> • Record client's particular. • Check the client for contra-indications. • Record accurately the client's lifestyle habits on the client card. <p>Confirm with the client that the information recorded is correct.</p>	<ul style="list-style-type: none"> • Practical demonstrations on how to fill a client record card. • Activity 2 Practical – Client record card to be completed

3-4	<p>Perform temporary hair removal by means of waxing.</p>	<p><i>Assess the hair growth and skin in order to perform a temporary hair removal service.</i></p> <p><i>The learner must be able to:</i></p> <ul style="list-style-type: none"> • Identify and explain methods for temporary hair removal in terms of their advantages and disadvantages. • Conduct client consultation in a polite and friendly manner to identify client hair removal needs. • Identify, note and discuss contra-indications with the client in a tactful manner for referral purposes. • Record skin/hair disorder/diseases/conditions for referral purposes to a professional where required. • Identify areas of the skin/hair growth requiring special treatment and confirm with the client in relation to the treatment plan. • Undertake hygienic, sanitation and safety procedures to ensure maximum client safety. <p><i>Strip wax</i></p> <ul style="list-style-type: none"> • Prepare the workstation in accordance to specifications. • Select and prepare product and equipment for the required temporary hair removal. • Prepare the trolley for the temporary hair removal service with appropriate tools, products and materials. • Set the temperature control. • Cover and protect the treatment plinth. 	<ul style="list-style-type: none"> • Oral discussion on the advantages and disadvantages of hair removal. • Oral discussions on contra-indications. • Identify areas where special treatments are required. • Oral discussions on a treatment plan. • Oral discussion on equipment needed to perform temporary hair removal services. • Practical demonstrations on how to arrange your trolley correctly. • Practical demonstrations on how to cover the plinth correctly. • Oral discussions on the benefits of removing unwanted hair. • Practical demonstrations on how to drape the client correctly. • Activity 3 Practical – Temporary hair removal by means of waxing
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		<ul style="list-style-type: none"> • Explain the benefits of removing unwanted hair by means of waxing. • Identify contra-indications to depilatory wax treatment for a client in terms of diseases and disorders. • Select, prepare and arrange equipment to achieve maximum efficiency of services. • Select and apply suitable waxing products. • Prepare and drape the area to be treated for a cold wax treatment. • Perform the removal and disposal of cold wax and client discomfort is minimised and modestly maintained. • Perform the selected hair removal service without injury or skin damage. • Test the wax on the client, is it at a workable temperature and maintained throughout the service. • Observe safety precautions in terms of control of wax temperature to minimize the risk of skin damage. 	
8 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p>FORMAL PRACTICAL ASSESSMENT TASK</p> <p>Activity 1 25%</p> <p>Performing a hand and foot treatment by means of paraffin wax:</p> <ul style="list-style-type: none"> • Performing a manicure and pedicure • Hands and feet are exfoliated and dried 			

- Performing a hand or foot paraffin treatment
- Application and removal of paraffin wax
- Client care and after care
- Cleaning up the work station and washing hands

Activity 2 25%

Complete client record card

Activity 3 25%

Temporary hair removal by means of waxing:

- Identify and solve problems
- Assess hair growth and skin
- Performing the removal of unwanted hair by means of hot/cold wax
- Applying aftercare by means of specified lotions
- Explaining to the client their home care advice
- Cleaning up of the work station and washing hands

Rubric to be used – see appendix

FORMAL THEORY ASSESSMENT TASK

Activity 1

Written test 25%

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Applying safety, security and housekeeping	<p><i>Demonstrate ability to make decisions and consider options when:</i></p> <ul style="list-style-type: none"> • Respond to emergency situations by contacting services for assistance during emergency situations in retail/wholesale outlets. • Respond to instructions given out by safety representatives requiring staff cooperation during emergency situations in retail/wholesale outlets. • Know how to evacuate customers and staff from buildings during a range of emergency situations arising in retail/wholesale outlets. • Know how to monitor safety of staff and customers by applying appropriate procedures for crime related incidents in retail/wholesale outlets. • Apply a range of safety techniques when maintaining the shelving and sale displays in a retail/wholesale outlet. • Know how to maintain a safe working environment when disposing a range of hazardous merchandise stocked in a retail/wholesale outlet. • <i>Demonstrate the different methods of sanitation procedures performed in the work environment.</i> 	<ul style="list-style-type: none"> • Oral discussion on various emergency situations • Videos, DVDs of emergency situations to demonstrate how to apply various techniques and strategies expected when faced with safety and emergency situations • Oral discussion on emergency situations • Visits to emergency services • Practical demonstrations on evacuation • Written, oral or signing activities - Worksheets • Activity 1 Demonstration – Demonstrate evacuation procedures

		<ul style="list-style-type: none"> • Know the tools, equipment, materials and working areas for specific procedures by providing examples. • Know the areas where contamination can be encountered in a physical work environment. • Understand the difference between sanitise and sterilise. • Dry and wet sterilisation will be demonstrated according to the standard work procedures. • Know the uses of disinfectants and sanitation procedures in the work environment 	
3-4	Implement and supply sanitation to work environments, equipment and tools.	<ul style="list-style-type: none"> • Identify and name the tools, equipment, materials and working areas • Identify and list specific procedures to sanitise by providing examples. • Identify the steps to sanitise the work environment. • List and demonstrate the different methods of sanitation procedures performed in the work environment. <p><i>Demonstrate the different methods of sanitation procedures performed in the work environment:</i></p> <ul style="list-style-type: none"> • Identify/point out and name the areas where contamination can be encountered in a physical work environment. • Identify, and/or list and understand the steps to take to sanitise the workplace. • Understands the difference between sanitise and sterilise. 	<ul style="list-style-type: none"> • Oral discussion on tools, equipment and materials • Practical demonstrations on sanitation and learners practicing the skill. • Showing of all the various tools, equipment and material used for sanitation and sterilisation. • Written, oral and singing activities – Worksheets and pictures • Oral discussion on contamination • Videos and DVDs to demonstrate how contamination can occur and how it can be prevented. • Practical demonstrations to prevent contamination. • Written activities – Worksheets • Songs, role-play • Oral discussion on sanitisation

		<ul style="list-style-type: none"> • Demonstrate Dry and wet sterilisation according to the standard work procedures. • Know and demonstrate the uses of disinfectants and sanitation procedures in the work environment. • Identifies disinfectants and sanitizers. • Demonstrate and explain the importance of maintaining a clean and safe working environment. • Identify and/or list the steps to take to limit the spread of contamination. • Apply the appropriate safety measures within a work environment to limit the spread of contamination. • Know and demonstrate the appropriate protective measures when required to prevent contamination within a working environment. • Know and demonstrate the correct procedure for cleaning and sterilising any bodily fluid spills within a working environment • Know and be able to demonstrate the necessary steps to be taken to prevent transmission of diseases, non-infectious diseases and disorders in a working environment. • Demonstrate and explain the cleaning, sanitising and sterilising of equipment, materials and tools in the work environment. • Demonstrate how to sanitise a salon environment according to standard workplace procedures. 	<ul style="list-style-type: none"> • Practical demonstrations on sanitisation for example hand washing and learners practicing the skill. • Activity 2 Demonstration – identify and explain the different tools and equipment
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		<ul style="list-style-type: none"> • Demonstrate how to clean and sanitise equipment according to workplace procedures. • Demonstrate the effective procedures for dealing with disposable waste in the work environment. • Demonstrate how to clean and sanitise materials according to workplace procedures. • Demonstrate how to clean and sanitise hands prior to services being performed. • Identify and explain the various waste materials including biologically contaminated waste. • Explain the disposable procedure for the various waste materials according to health regulations. • Demonstrate all suitable procedures for the disposal of biological and non-biological waste materials in the work environment in accordance with the health and safety regulations. 	
5-6	Implement and supply sanitation to work environments, equipment and tools.	<p><i>Demonstrate and explain the importance of maintaining a clean and safe working environment:</i></p> <ul style="list-style-type: none"> • Apply the appropriate safety measures within a work environment to limit the spread of contamination. • Know the appropriate protective measures when required to prevent contamination within a working environment. • Know the correct procedure for cleaning and sterilising any bodily fluid spills within a working environment. 	<ul style="list-style-type: none"> • Oral discussion on tools, equipment and materials • Practical demonstrations on sanitation • Written or oral activities–Worksheets and pictures • Oral discussion on contamination • Videos and DVDs to demonstrate how contamination occurs and how it can be prevented • Practical demonstrations to prevent contamination • Written activities – Worksheets

		<ul style="list-style-type: none"> • Know the necessary steps to be taken to prevent transmission of diseases, non-infectious diseases and disorders in a working environment. 	<ul style="list-style-type: none"> • Oral discussion on sanitisation • Practical demonstrations on sanitisation E.g. hand washing
7-8	Implement and supply sanitation to work environments, equipment and tools.	<p><i>Demonstrate and explain the cleaning, sanitising and sterilising of equipment, materials and tools in the work environment:</i></p> <ul style="list-style-type: none"> • Demonstrate how to sanitise a salon environment according to standard workplace procedures. • Demonstrate how to clean and sanitise equipment according to workplace procedures: <p><i>Demonstrate the effective procedures for dealing with disposable waste in the work environment:</i></p> <ul style="list-style-type: none"> • Demonstrate how to clean and sanitise materials according to workplace procedures. • Demonstrate how to clean and sanitise hands prior to services being performed. • Identify and explain the various waste materials including biologically contaminated waste. • Explain the disposable procedure for the various waste materials according to health regulations. • Demonstrate all suitable procedures for the disposal of biological and non-biological waste materials in the work environment in accordance with the health and safety regulations. 	<ul style="list-style-type: none"> • Oral discussion on tools, equipment and materials • Practical demonstrations on sanitation • Written, oral or signing activities – Worksheets and pictures • Oral discussion on contamination • Videos and DVDs to demonstrate how contamination can occur and how it can be prevented • Practical demonstrations to prevent contamination • Written activities – Worksheets • Songs, role-plays • Oral discussion on sanitisation • Practical demonstrations on sanitisation for example hand washing • Activity 3 Demonstration – Explain how to clean and sanitise different tools and equipment

9 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.
<p>FORMAL PRACTICAL ASSESSMENT TASK</p> <p>Activity 1: 25%</p> <p>Demonstration – demonstrate evacuation</p> <p>Activity 2 25%</p> <p>Identify and explain the different tools and equipment:</p> <ul style="list-style-type: none"> • Demonstrate the different methods of sanitation • Explain the importance of a clean and safe working environment • Explaining the cleaning and sterilizing of equipment • Demonstrating procedures for dealing with waste in the environment • Naming the different equipment used • Explaining the different equipment used <p>Rubrics to be used – see appendix</p> <p>Activity 3 25%</p> <p>Demonstration – Explain how to clean and sanitize tools and equipment</p>		

FORMAL THEORY ASSESSMENT TASK

Activity 1

Written test 25%

PUBLIC COMMENT

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-3	Implement and apply sanitation to work environment, equipment and tools for public and personal protection	<p><i>Demonstrate the effective procedures for dealing with disposable waste in the work environment.</i></p> <ul style="list-style-type: none"> • Hands and nails are cleaned and sanitised prior to services being performed. • Various waste materials including biologically contaminate waste are identified and explained according to worksite procedures. • The various waste materials disposal procedures are explained according to worksite procedures and health regulations. • All suitable procedures for disposal of biological waste materials in the work environment. 	<ul style="list-style-type: none"> • Oral discussion on sanitation. • Practical demonstrations on sanitation and learners practicing the skill. • Written, oral and singing activities – Worksheets and pictures • Oral discussion on contamination • Video's and DVDs to demonstrate how contamination can occur and how it can be prevented. • Practical demonstrations to prevent contamination. • Written activities – Worksheets • Songs, role-plays • Oral discussion on sanitisation • Practical demonstrations on sanitisation for example hand washing and learners practicing the skill.
4-6`	Prepare and perform nail art services	<p><i>Apply nail art:</i></p> <ul style="list-style-type: none"> • Select nail art products according to the treatment plan and confirmed with the client. • Select type of nail art to be applied, suitable for the nail size and meet the client's needs. 	<ul style="list-style-type: none"> • Oral discussion about nail products. • Practical demonstrations on different nail products. • Written activities like worksheets of different nail art products.

		<ul style="list-style-type: none"> • Select and apply nail art products sequentially according to the manufacturer's instructions and the client's requirements. • Use nail art techniques sequentially to achieve the required design. • Apply suitable top coat and nail art base according to the design plan. 	<ul style="list-style-type: none"> • Activity 1 Demonstration – Identify and name the different nail diseases and contra-indications. Explain hand hygiene and anatomy of the hand.
7-8	Prepare and perform nail art services	<p><i>Perform gem application and striping tape:</i></p> <ul style="list-style-type: none"> • Apply chosen colour nail varnish smoothly according to manufacturer's instructions. • Dry and secure nail varnish thoroughly in order to apply striping tape. • Apply the gem stone with nail art sealer and apply pressure to the nail. • Complete the procedure with an application of nail art sealer in accordance to organisational requirements. 	<ul style="list-style-type: none"> • Oral discussion about nail products. • Practical demonstrations on different nail products. • Written activities like worksheets of different nail art products. • Activity 2 Practical – Prepare and perform nail art services
9 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	
FORMALPRACTICAL ASSESSMENT TASK			
<p>Activity1 25%</p> <p>Demonstration –</p> <p>Identify and name the different nail diseases and contra-indications. Explain hand hygiene and anatomy of the hand.</p>			

Activity 2 50%

Preparing and performing nail art:

- An in depth understanding of manicure products and tools, their purpose, indications, precautions and effects.
- A broad understanding of the working environment, hygienic and efficient preparation of surroundings, tools, materials, consumables and waste disposal.
- A basic understanding of the identification of contra-indications in the form of skin and nail diseases and disorders.
- A basic understanding of the anatomy and physiology of the nail and nail bed.

FORMAL THEORY ASSESSMENT TASK

Activity 1

Written test 25%

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1-2	Nail plate	<ul style="list-style-type: none"> • Apply nail assessment techniques to meet the client's needs and expectations. • Select and prepare a complete set of nails used and ensure no mixing of products. • Prepare/push back cuticles gently as required without damaging the nail bed. • Apply nail products in a sequence. • Identify and explain with examples different products that are used and the preparation of the natural nail. • Apply adhesive techniques according to manufacturer's instructions. 	<ul style="list-style-type: none"> • Practical demonstrations on how to apply a full set of nails. • Practical demonstrations on cuticle pushing. • DVD's / Video's on application of nail products • Written activities – Writing and pictures
3-4	Apply, shape and blend artificial tips	<ul style="list-style-type: none"> • Explain methods and techniques for shaping and blending artificial nails and extensions to meet the client's need and expectations. • Select the correct size of nail tip and ensure that they fit and shape the client's natural nail. • Apply tips with the correct adhesive to fit from side to side on the natural nail. • Cut and shape tips according to client's preference. • Blend natural tips without over buffing or leaving any lines. 	<ul style="list-style-type: none"> • Oral discussion on different types of artificial nails. • Practical demonstrations on how to apply a tip and blend it according your client's preferences. • Practical demonstrations on how to cut the nails with a specialised nail cutter. • DVD's and Videos on applying artificial tips

5-6	Apply liquid and powder enhancements	<p><i>Prepare a workstation for a liquid and powder nail enhancement</i></p> <ul style="list-style-type: none"> • Prepare a workstation for a nail enhancement service according to organisational requirements. • Receive and prepare the client. • Evaluate the client's needs and expectations to enable advice and commendations for a treatment plan. • Select the type of nail application and finished nail shape according to the treatment plan and confirm with your client. 	<ul style="list-style-type: none"> • Oral discussions on how to prepare a workstation for liquid and powder enhancements. • Practical demonstrations on the preparations of a workstation. • Practical demonstrations on how to receive a client. • Oral discussions on how to fill in a treatment plan. • Practical demonstrations on how to apply the liquid and powder enhancement.
7-8	Apply liquid and powder enhancement according to your client's needs. Fill and remove liquid and powder nail enhancements	<ul style="list-style-type: none"> • Identify and describe different types of liquid and powder nail enhancements in terms of their advantages. • Select products according to treatment plan and confirm with the client. • Explain the use of nail products. • Adapt the application techniques to meet the client's nail shape and condition. • Manage application techniques so it leaves a free margin around the cuticles and side walls. • Select liquid and powder nail application and the finished nail shape according to treatment plan and confirmed with client. • Explain that nail shape and length must compliment the client's nails and hands. 	<ul style="list-style-type: none"> • Oral discussions on the advantages of different liquid and powder applications. • Oral discussions on the correct products to be chosen for the treatment • Oral discussion on the different uses of nail products • Practical demonstrations on how to apply liquid and powder enhancements. • Activity 1 Practical – Apply liquid and powder nail enhancements

		<ul style="list-style-type: none"> • Balance the finished surface of the nail with a smooth, even finish and an even clear defined small line. • Complete the client's record card for future reference and use. • Conduct service according to organisational hygiene standards. • Apply methods and techniques for safe removal of nail enhancement. • Select and apply sequentially artificial nail removal products and equipment. • Assess the condition of the natural nail and enhancement and structure in order to update the client's record card. • Identify and note problems in order to take corrective action. • Select and apply sequentially the removal products according to client requirements. • Remove nail enhancements according to instructions and client's requirements to avoid damage on the natural nail traces of product on the nail. • Use techniques to maintain and restore the enhancement structures to their original conditions. 	
9 -10	Formal Assessment	The weeks allocated for formal assessment are integrated across the term. The assessment will consist of Practical task/s with a 75% weighting and a Theory test with a 25% weighting.	

FORMAL PRACTICAL ASSESSMENT TASK

Activity 1 75%

Apply liquid and powder nail enhancement

- A comprehensive understanding of the chemical reactions that take place during the formation of nail enhancement structures.
- A comprehensive understanding of the importance of the free margin around the cuticle area and sidewall area.
- A broad understanding of the importance of achieving maximum strength, appearance and longevity by use of correct nail balance and shaping.
- A broad understanding of the importance of choosing the correct tip size and the methods used when applying techniques.
- An in depth understanding of the differences in application and process for different nail enhancements.

FORMAL THEORY ASSESSMENT TASK

Activity 1

Written test 25%

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1-2	<p>Implement and apply sanitation to the work environment, equipment and tools for public and personal protection.</p> <p>Perform a manicure and pedicure service.</p>	<p><i>Revision and consolidation</i></p> <ul style="list-style-type: none"> • The different methods of sanitation • The importance of a clean and safe working environment • The cleaning and sterilizing of equipment • The procedures for dealing with waste in the environment • Naming the different equipment used • The different equipment used <p><i>Revision and consolidation</i></p> <ul style="list-style-type: none"> • Getting the layout ready for a manicure or pedicure • Soaking the hands or feet in soapy water • Cutting and filing the nails • Cuticle remover, cuticle pushing and cuticle cutting • Buffing of the nail • The application of nail varnish 	<ul style="list-style-type: none"> • Oral discussion on various emergency situations • Videos, DVDs of emergency situations to demonstrate how to apply various techniques and strategies expected when faced with safety and emergency situations • Visits to emergency services • Practical demonstrations on evacuation • Written, oral or signing activities - Worksheets • Showing of all the various tools, equipment and material used for sanitation and sterilisation • Oral discussion on tools, equipment and materials • Practical demonstrations on sanitation • Written, oral or signing activities – Worksheets and pictures • Oral discussion on contamination • Videos and DVDs to demonstrate how contamination can occur and how it can be prevented • Practical demonstrations to prevent contamination • Written activities – Worksheets • Oral discussion on sanitisation • Showing of videos and DVDs

			<ul style="list-style-type: none"> • Practical demonstrations on sanitisation for example hand washing • Oral discussion on what is a manicure and what is a pedicure • Practical demonstrations on manicure/pedicure • Practical demonstrations regarding massaging the hands and feet as part of the manicure and pedicure service provisioning
3-4	Prepare and perform nail art services	<p><i>Revision and consolidation</i></p> <ul style="list-style-type: none"> • An in depth understanding of manicure products and tools, their purpose, indications, precautions and effects. • A broad understanding of the working environment, hygienic and efficient preparation of surroundings, tools, materials, consumables and waste disposal. • A basic understanding of the identification of contra-indications in the form of skin and nail diseases and disorders. • A basic understanding of the anatomy and physiology of the nail and nail bed. 	<ul style="list-style-type: none"> • Oral discussion about the sequence and performance of a manicure or pedicure service. • Oral discussion about nail art techniques and how to achieve difference in nail art. • Practical demonstrations on how to use the different equipment. • Practical demonstrations on how to apply different nail art techniques. • Written activities
5-10	External examination	<p>External moderation of school based assessment over terms 1, 2 and 3 = 50% of qualification</p> <p>Complete external Practical Assessment Task (PAT) = 25% of qualification</p> <p>Formal external assessment written test or oral = 25% of qualification</p>	

SECTION 4

ASSESSMENT

4.1. Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

4.2. Assessment Principles

4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment

for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task?

“Formal Assessment Task (assessment of learning)” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
 - Social adjustment and responsibility;
 - Moral accountability and ethical work orientation;
 - Economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;
- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.

- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.

GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.
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Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

Assessment across the four years

Year 1 Reporting only in the term when the skill is done.

The GCE Technical Occupational Qualification at NQF Level 1 is a four-year Learning Programme. In year one a learner is exposed to a number of Occupational Subjects. Each subject is offered over a ten-week period (one term) in Year 1, where the learner is exposed to the basic skills required for the subject. By the end of year 1 the learner will select a minimum of one skill for the qualification.

Year 1	Formal School-Based Assessments
	Learner performance in the Term:
	Practical 75% *
	Theory 25%
Term Report	100%

Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in Year 3 start to develop a greater degree of independent mastery of the subject skills

Year 2/3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75% *	Practical 75% *	Practical 75% *	○ Practical 75%
	Theory 25%	Theory 25%	Theory 25%	○ Pen and Paper Test/ Exam 25%
Term Report	100%	100%	100%	
End of Year	SBA 75%			25%

Year 4 Qualification year

In year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth year. Learners develop independent mastery of skills to be competent within the workplace

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75% *	Practical 75% *	Practical 75% *	External Practical Assessment Task 25%
	Theory 25%	Theory 25%	Theory 25%	
Term Report	100%	100%	100%	External Pen and Paper Test 25%
End of Year	SBA 50%			External Exam 25%

CLARIFICATION ON ASSESSMENT PERIODS

Year 2 and 3:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in term 3 only

Term 4 theory assessment to consist of work done in terms 3 and 4

Year 4:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in terms 1, 2 and 3

Term 4 Theory completed in the year

Timing of formal assessment

Suggested Program of Assessment for Beauty and Nail Technology

YEAR 1					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities inCAPS: TO
Year 1	Methods of sanitation Clean and safe working environment Cleaning and sterilizing of equipment Dealing with waste Equipment	Formal practical assessment Activity 1 Demonstration: Identify and explain the tools and equipment	Demonstration	10%	FAT 1
	Layout Procedure Equipment	Activity 2 Perform a manicure service	Practical	25%	
	Layout Procedure Equipment	Activity 3 Performing a pedicure service	Practical	25%	
	Receive clients Appointment book	Activity 4 Reception and receiving clients	Practical	15%	
	Written tests	Formal theory assessment Activity 1 Respond to questions	Pen and paper test (Oral or written)	25%	

YEAR 2					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Respond to emergency situations by contacting emergency services	Formal practical assessment Activity 1 Demonstration On evacuation procedures	Demonstration	25%	FAT 1
	Methods of sanitation	Activity 2 Understand and apply personal values, ethics and appearance	Demonstration	25%	
	Methods of sanitation Cleaning and sterilizing of equipment	Activity 3 Practical Identify and explain different tools and how to clean and sanitise equipment/tools	Practical	25%	
	Written test	Formal theory assessment Activity 1 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 2	Methods of sanitation Clean and safe working environment Cleaning and sterilizing equipment Different equipment	Formal practical assessment Activity 1 Demonstration Identify and explain the different tools and equipment	Demonstration	25%	FAT 2
	Layout Procedure Equipment	Activity 2 Practical Performing a manicure and pedicure	Practical	25%	
	Layout Massage sequence	Activity 3 Practical Performing a hands and feet massage sequence	Practical	25%	
	Written test	Formal theory assessment Activity 1 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 3	Layout Massage sequence	Formal practical assessment Activity 1 Demonstration Performing a back and neck massage	Demonstration	25%	FAT 3
	Layout Procedure Equipment	Activity 2 Model Identify and name the different nail art equipment and tools	Demonstration	25%	
	Hygienic and efficient preparation Contra-indications Anatomy and physiology	Activity 3 Practical Prepare and perform nail art services	Practical	25%	
	Written test	Formal theory assessment Activity 1 Respond to questions	Theory: Oral/ Written	25%	

Term 4	Facial types Appropriate equipment Facial treatment	FORMAL PRACTICAL ASSESSMENT Activity 1 Practical Prepare for and perform facial consultancy treatment	Practical	75%	FAT 4
	Written test	Formal theory assessment Activity 1 Respond to questions	Pen and paper test (Oral or written)	25%	

YEAR 3					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	Methods of sanitation Clean and safe working environment Cleaning and sterilizing equipment Different equipment	Formal practical assessment Activity 1 Demonstration Identify and explain the different tools and equipment	Demonstration	25%	FAT 1
	Layout Procedure Equipment	Activity 2 Practical Performing a manicure and pedicure	Practical	25%	
	Manicure and pedicure Paraffin treatment Client care and after care	Activity 3 Model Performing a hand and foot treatment by means of paraffin wax	Practical	25%	
	Written test	Formal theory assessment Activity 1 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 2	Nail enhancement structures Application techniques Types of fibre/silk Adhesive techniques Nail assessment principles, methods and techniques.	Formal practical assessment task Activity 1 Model Apply fibre/silk techniques to the nails	Practical	25%	
	Layout Procedure Equipment	Activity 2 Practical Performing a basic manicure and pedicure to prepare the nail/toe plate for nail art	Practical	25%	
	Application techniques	Activity 3 Model Prepare and perform nail art services	Practical	25%	
	Written test	Formal theory assessment Activity 1 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 3	Tinting treatment Application and removal of tint Client care Aftercare	Formal practical assessment Activity 1 Practical Performing a eyebrow and eyelash tint	Practical	25%	FAT 3
	Hair growth Hot/cold wax Aftercare Home care advice	Activity 2 Model Temporary hair removal by means of waxing	Practical	50%	
	Written test	Formal theory assessment Activity 1 Respond to questions	Theory: Oral/ Written	25%	

Term 4	Manicure and pedicure Paraffin treatment Client care and after care	Formal practical assessment task Activity 1 Model Performing a hand and foot treatment by means of paraffin wax	Practical	25%	FAT 4
	Facial types Facial treatment	Activity 2 Model Client record card to be completed	Practical	25%	
	Hair growth Hot/cold wax Aftercare Home care advice	Activity 3 Model Temporary hair removal by means of waxing	Practical	25%	
	Written test	Formal theory assessment Activity 1 Respond to questions	Pen and paper test (Oral or written)	25%	

YEAR 4					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities inCAPS: TO
Term 1	Respond to emergency situations by contacting emergency services	Formal practical assessment Activity 1 Practical Demonstrate evacuation procedures	Practical	25%	FAT 1
	Methods of sanitation Clean and safe working environment Cleaning and sterilizing equipment	Activity 2 Model Identify and explain the different tools and equipment	Practical	25%	
	Methods of sanitation Cleaning and sterilizing of equipment	Activity 3 Demonstration Explain how to clean and sanitize equipment/tools	Demonstration	25%	
	Written test	Formal theory assessment Activity 1 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 2	Hygienic and efficient preparation Contra-indications Anatomy and physiology of the nail and the nail bed	Formal practical assessment Activity 1 identify and name different nail diseases and contra-indications	Demonstration	25%	FAT 2
		Activity 2 Model Preparing and performing nail art	Demonstrations	50%	
	Written test	Formal theory assessment Activity 1 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 3	Nail enhancement structures Application techniques Adhesive techniques Nail assessment principles, methods and techniques	Formal practical assessment Activity 1 Practical Apply liquid and powder nail enhancement	Practical	75%	FAT 3
	Written test	Formal theory assessment Activity 1 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 4	Core content and Concept across the years	External moderation of school assessment over terms 1, 2 and 3.		50%	GCE: TO Qualification
		Activity 1 Practical	Formal external Practical Assessment Task	25%	
		Activity 2 Respond to questions	Formal external assessment: Written test (or oral where necessary)	25%	

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;

- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011)*;
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011)*;
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013)*;
- *Policy on Screening, Identification, Assessment and Support (2014)*;
- *Guidelines for Full-service/Inclusive Schools (2010)*; and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016)*.

SECTION 5

RESOURCES

Annexure A:-Identify and explain Cosmetology tools and equipment

(A)	GROUP THEME	IDENTIFY AND EXPLAIN COSMETOLOGY TOOLS & EQUIPMENT							7 POINT SCALE
	TERM	5	5	5	5	5	5	30	1 = 0 - 8 2 = 9 - 11 3 = 12 - 14 4 = 15 - 17 5 = 18 - 20 6 = 21 - 23 7 = 24 - 30
		Demonstrating the different methods of sanitation	Explain importance of a clean and safe working environment	Explaining the cleaning & sterilizing of equipment	Demonstrating procedures for dealing with waste in the environment	Naming the different equipment used	Explaining the different equipment used	TOTAL	
DATE	COMMENTS								
NAME									
1									
2									
3									
4									
5									
6									
7									

Annexure B: -Understand and apply personal values, ethics and appearance

(B)	GROUP THEME	UNDERSTAND & APPLY PERSONAL VALUES, ETHICS & APPEARANCE							7 POINT SCALE
	TERM	5	5	5	5	5	5	30	1 = 0 - 8 2 = 9 - 11 3 = 12 - 14 4 = 15 - 17 5 = 18 - 20 6 = 21 - 23 7 = 24 - 30
		Watch learner carry out a normal task during normal work	Simulation of a specific task for the learner to demonstrate	Questioning: verbal or written	Explaining acceptable appearances	Applying personal values to everyday situations	Explaining the code of ethics	TOTAL	
DATE	COMMENTS								
NAME									
1									
2									
3									
4									
5									
6									
7									

Annexure C: -Reception, administrative services, receiving and consulting clients

(C)	GROUP THEME	RECEPTION & ADMINISTRATIVE SERVICES. RECEIVING & CONSULTING CLIENTS							7 POINT SCALE
	TERM	5	5	5	5	5	5	30	1 = 0 - 8 2 = 9 - 11 3 = 12 - 14 4 = 15 - 17 5 = 18 - 20 6 = 21 - 23 7 = 24 - 30
		Welcome, receiving & attending to clients	Receiving and attending to clients	Consulting with a client in an professional manner while analyzing the treatment area	Keeping and process of workplace records	Filling in client cards with client's personal information	Work with an appointment book and record all appointments made	TOTAL	
DATE								COMMENTS	
NAME									
1									
2									
3									
4									
5									
6									
7									

Annexure D;-Performing a Manicure and Pedicure

(D)	GROUP THEME	PERFORMING A MANICURE & PEDICURE							7 POINT SCALE
	TERM	5	5	5	5	5	5	30	1 = 0 - 8 2 = 9 - 11 3 = 12 - 14 4 = 15 - 17 5 = 18 - 20 6 = 21 - 23 7 = 24 - 30
		Getting the layout ready for manicure or pedicure	Soaking the hands or feet in soapy water	Cutting & filing the nails	Cuticle remover & cuticle pushing, then cuticle cutting	Performing buffing of the nails	Performing application of nail varnish	TOTAL	
DATE								COMMENTS	
NAME									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Annexure E: -Assessment – Salon Hygiene

School name

ASSESSMENT

NAME OF LEARNER

NAME OF EVALUATOR

COSMETOLOGY	MARKS	DATE		DATE		DATE		IDENTIFICATION OF PROBLEMS	RE-ASSESSMENT AND RESULTS
		WP	RP	WP	RP	WP	RP		
Personal appearance									
Hair neat and tidy	4								
Correct and neat uniforms	4								
Removed all jewelry	4								
Short well-manicured nails	4								
Subtotal : 16									
Client care									
Greet client warmly	4								
Draped client correctly	4								
Washed hands after treatment	2								
Give homecare advice to client	2								
Subtotal : 16									
Total : 32									
Salon hygiene									
Cleaning station with Handy Andy	4								
Cleaning of mirrors and counters	4								
Cleaning of products	4								
Packing away files and products	4								
Subtotal : 16									
TOTAL : 48									

Annexure F: -Assessment – Facial Treatment

SCHOOL NAME.....

ASSESSMENT

NAME OF LEARNER

NAME OF EVALUATOR.....

BEAUTY THERAPY	MARKS	DATE		DATE		DATE		IDENTIFICATION OF PROBLEMS	RE-ASSESSMENT AND RESULTS
		WP	RP	WP	RP	WP	RP		
Personal appearance									
Hair neat & tidy	4								
Correct & neat uniforms	4								
Removed all jewelry	4								
Short well-manicured nails	4								
Subtotal : 16									
Client care									
Greet client warmly	4								
Draped client correctly	4								
Gave client correctly	4								
Washed hands before treatment	4								
Washed hands after treatment	4								
Subtotal 24									
Facial treatments									
Trolleys & bed set-up	4								
Cleansing the face	4								
Toning the face	4								
Moisturizing the face	4								
Covering spots	4								
Massage	4								
Questioning	4								
Subtotal : 28									

Annexure G: -Assessment – Tinting

SCHOOL NAME.....

ASSESSMENT

NAME OF LEARNER

NAME OF EVALUATOR.....

BEAUTY THERAPY	MARKS	DATE		DATE		DATE		IDENTIFICATION OF PROBLEMS	RE-ASSESSMENT AND RESULTS
		WP	RP	WP	RP	WP	RP		
Personal appearance									
Hair neat & tidy	4								
Correct & neat uniforms	4								
Removed all jewelry	4								
Short well-manicured nails	4								
Subtotal : 16									
Client care									
Greet client warmly	4								
Draped client correctly	4								
Gave client advice	4								
Washed hands after treatment	2								
Subtotal : 14									
Tinting									
Mixing tint & peroxide	4								
Applying eye pads correctly	4								
Corrective tint application	4								
Corrective tint removal	4								
End result	4								
Subtotal : 24									

Annexure H: -Assessment – Manicure and Pedicure

SCHOOL NAME.....
NAME OF LEARNER

ASSESSMENT
NAME OF EVALUATOR.....

BEAUTY THERAPY	MARKS	DATE		DATE		DATE		IDENTIFICATION OF PROBLEMS	RE-ASSESSMENT AND RESULTS
		WP	RP	WP	RP	WP	RP		
Manicures									
Soaking of hands	4								
Exfoliation	4								
Cutting the nails	4								
Filing the nails	4								
Cuticle nipping	4								
Hand massaging	4								
Painting of nails	4								
Subtotal : 28									
Pedicures									
Soaking of feet	4								
Exfoliation	4								
Cutting the nails	4								
Filing the nails	4								
Cuticle nipping	4								
Foot massaging	4								
Painting of nails	4								
Subtotal : 28									

Annexure I: -Assessment – Waxing legs and arms

SCHOOL NAME.....
NAME OF LEARNER

ASSESSMENT
NAME OF EVALUATOR.....

BEAUTY THERAPY	MARKS	DATE		DATE		DATE		IDENTIFICATION OF PROBLEMS	RE-ASSESSMENT AND RESULTS
		WP	RP	WP	RP	WP	RP		
Personal appearance									
Hair neat & tidy	4								
Correct & neat uniforms	4								
Removed all jewellery	4								
Short well-manicured nails	4								
Subtotal: 16									
Client care									
Greet client warmly	4								
Draped client correctly	4								
Gave client advice	4								
Washed hands after treatment	2								
Subtotal : 14									
Waxing legs									
Trolley and bed set-up	4								
Application of wax	4								
Removal of wax	4								
End result on legs	4								
Questioning	4								
Subtotal: 20									
Waxing arms									
Trolley and bed set-up	4								
Application of wax	4								
Removal of wax	4								
End result on arms	4								
Questioning	4								
Subtotal: 20									

Annexure J: -Practical exam – Pedicure

*PRACTICAL EXAM
PEDICURE*

NAME _____

DATE _____

NO	DRAPING OF CLIENT	POINTS	LEARNER
1	No towel over the client	1	
2	Covers client but towel falls off	2	
3	Client is covered completely	3	
4	Client is covered and layout looks neat the whole time	4	

NO	DRAPING OF THERAPIST	POINTS	LEARNER
1	No towel	1	
2	Covered but towel falls off	2	
3	Covered partially	3	
4	Client is covered completely and looks neat	4	

NO	SOAKING OF FEET	POINTS	LEARNER
1	Does not concentrate on client or work	1	
2	Client removes feet without help from therapist	2	
3	Helps client and shows good client care	3	
4	Constant contact with client	4	

NO	CUTTING & FILING OF NAILS	POINTS	LEARNER
1	Does not concentrate on client or work	1	
2	Cuts wrong and files the nails zig-zag	2	
3	Cuts wrong and files the nails correctly	3	
4	Cuts and files nails correctly	4	

NO	CUTICLE NIPPING	POINTS	LEARNER
1	Cuts clients skin with cuticle nipper	1	
2	Does not use cuticle remover and cuticles still on nail	2	
3	Used cuticle remover and some cuticles are left on nail	3	
4	Used cuticle remover and nail looks nice	4	

NO	BUFFING	POINTS	LEARNER
1	Hardly buffs the nails	1	
2	Only buffing part of the nail	2	
3	Buffers the nail but they don't look the same	3	
4	Nails are smooth and buffed correctly	4	

Annexure K: -Practical exam – Facial Treatment

PRACTICAL EXAM FACIAL TREATMENT

NAME _____

DATE _____

NO	DRAPING OF CLIENT	POINTS	LEARNER
1	No towel over the client	1	
2	Covers client but towel falls off	2	
3	Client is covered completely the whole time	3	
4	Client is covered and layout looks neat the whole time	4	

NO	CLEANSING THE FACE	POINTS	LEARNER
1	Doesn't apply cleanser alternative and gets cleanser on client's lips and eyes	1	
2	Doesn't keep contact with client	2	
3	Concentrates and keeps contact with client, knows sequence	3	
4	Makes no mistakes and shows good client care	4	

NO	EXFOLIATION OF FACE	POINTS	LEARNER
1	Doesn't apply cleanser alternative and gets cleanser on client's lips and eyes	1	
2	Doesn't keep contact with client	2	
3	Concentrates and keeps contact with client, knows sequence	3	
4	Makes no mistakes and shows good client care	4	

NO	STEAMING OF FACE WITH FACIAL STEAMER	POINTS	LEARNER
1	Does not use steamer during treatment	1	
2	Steam is not all over client's face	2	
3	Steamer is correctly over client's face	3	
4	Concentrates on client's face, steamer correctly	4	

NO	APPLICATION OF MASK	POINTS	LEARNER
1	Doesn't apply mask	1	
2	Doesn't apply enough mask. The whole face is not covered	2	
3	Applies correctly	3	
4	Applies correctly and neatly	4	

NO	TONING OF FACE	POINTS	LEARNER
1	Cotton wool is very dirty, doesn't concentrate	1	
2	Doesn't concentrate or know sequence	2	
3	Applies toner alternatively, cotton wool clean	3	
4	Applies toner correctly and makes no mistakes	4	

NO	MOISTURISING OF FACE	POINTS	LEARNER
1	Does not concentrate and puts it on client's lips and eyes	1	
2	Rubs cream together in hands and applies wrong	2	
3	Applies with fingertips to client's face and concentrates	3	
4	Client care is good, knows the sequence and concentrates	4	

Annexure L: -Practical exam - Manicure*PRACTICAL EXAM
MANICURE*

NAME _____

DATE _____

NO	DRAPING OF THERAPIST	POINTS	LEARNER
1	No towel	1	
2	Covered but towel falls off	2	
3	Covered partially	3	
4	Client is covered completely and looks neat	4	

NO	SOAKING OF HANDS	POINTS	LEARNER
1	Does not concentrate on client or work	1	
2	Client removes feet without help from therapist	2	
3	Helps client concentrate	3	
4	Constant contact with client	4	

NO	CUTTING & FILING OF NAILS	POINTS	LEARNER
1	Does not concentrate on client or work	1	
2	Cuts wrong and files the nails zig-zag	2	
3	Cuts wrong and files the nails correctly	3	
4	Cuts and files nails correctly	4	

NO	CUTICLE NIPPING	POINTS	LEARNER
1	Cuts clients skin with cuticle nipper	1	
2	Does not use cuticle remover and cuticles still on nail	2	
3	Used cuticle remover and some cuticles are left on nail	3	
4	Used cuticle remover and nail looks nice	4	

NO	BUFFING	POINTS	LEARNER
1	Hardly buffs the nails	1	
2	Only buffing part of the nail	2	
3	Buffers the nail but they don't look the same	3	
4	Nails are smooth and buffed correctly	4	